

**IMPROVING STUDENTS' VOCABULARY MASTERY IN
READING COMPREHENSION THROUGH DEDUCING
MEANING OF UNFAMILIAR WORDS FROM THE CONTEXT
AND VOCABULARY BUILDING IN CLASS VIIG OF SMPN 2
PLERET IN THE ACADEMIC YEAR OF 2010/2011**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By

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A THESIS

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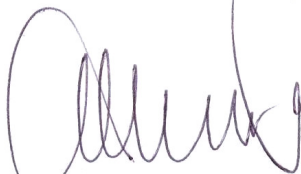
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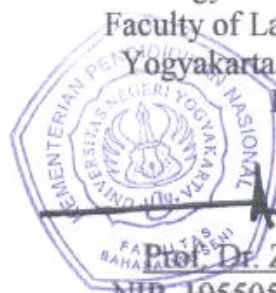
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, June 14, 2011

Penulis,

Paramita Rizkie Prihasiwi

MOTTOS

For the present Allah has made light your burden and He knows that there is weakness in you. So, if there are a hundred patient ones of you they shall overcome two hundred; and if there are a thousand they shall overcome two thousand by Allah's permission. And Allah is with the patient.

(Al Anfaal: 66)

One will gain nothing without making any efforts

(QS. An Najm: 39)

Not everything that is faced can be changed.

But nothing can be changed until it is faced.

(James Arthur Baldwin)

To climb steep hills requires a slow pace at first

(William Shakespears)

Nothing great was ever achieved without enthusiasm

(Ralph Waldo Emerson)

DEDICATION

This thesis is specially dedicated to:

ALLAH SWT,

my parents,

my family,

my Limuny,

my Purikids,

my bestfriends, and

my lovely partner.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, June 14, 2011

The writer

Paramita Rizkie Prihasiwi

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ABSTRACT

This study is action research aimed to improve the students' reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building in Class VII G of SMPN 2 Pleret in the academic year of 2010/2011. Based on the preliminary observation in Class VII G of SMPN 2 Pleret, there was main problem related to the students' reading comprehension. The students find it difficult to understand the meanings of the unfamiliar words in the text. Therefore, they could not comprehend the text well.

This research consisted of two cycles and used qualitative and quantitative data. The researcher worked collaboratively with the English teacher and the students. The subjects of this research were 24 students of VII G class of SMPN 2 Pleret in the academic year of 2010/2011. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students of Class VII G and the collaborator about the implemented actions. The data were in the form of field notes and interview transcripts. The quantitative data were gained through assessing students' reading comprehension via a pre-test and post-test and students' reading tasks. In other words, the data were in the forms of students' reading scores as performed in the pre-test and post-test.

The results of Cycle I show that the implementation of deducing meaning of unfamiliar words from the context and vocabulary building are not very successful in improving the students' reading comprehension since there is only a little improvement of students' reading comprehension. Some students still get confused in comprehending the text. Therefore, Cycle II is further conducted to maximize the implementation of deducing meaning of unfamiliar words from the context and vocabulary building. The results of Cycle II show that the use of deducing meaning of unfamiliar words from the context and vocabulary building are effective to improve the students' reading comprehension. The findings are supported by the qualitative data of students' responses in the form of field notes and interview transcripts. Those findings are also supported by the quantitative data in the form of the gain score of the pre-test and post-test, obtained by deducting the mean score of post-test (8.5) from pre-test (6.4) which was 2.1. The standard deviations (SD) were 1.1 in the pre-test and 0.7 in the post-test.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a means of communication and of sharing information and ideas. It is a complex interaction between the writer and the readers in a textual form. Reading is also needed by people's life because human beings cannot be apart from the need of written information. From the written information or written materials people can obtain knowledge. Knowledge is needed by everyone including the students. For the students, gaining knowledge is one of their activities. One of the ways of gaining the knowledge is reading through practices.

Goodman in Burt, Peyton, and Adams (2003: 33) states that reading is essentially the process of getting important and meaningful information from written language. As an international language, English is used as an introductory language in many kinds of literature. Many books used by students including the junior high school are written in English. The students can grasp knowledge as much as they need by reading activity. That is why reading becomes the most important goals for students to learn English as foreign language.

In addition, as stated in School-based Curriculum of junior high school of 2006, reading also becomes one of the skills tested in the final exam. This shows that reading has to be taught well. Because of this, the students must be able to comprehend the text early on their education stage.

Although reading skill is more taken into account in junior high school curriculum, the reading comprehension among junior high school students is still far from satisfactory. In addition, for junior high school students, the reading skill is important to comprehend textbooks and references written in English, and, if they continue their study to senior high school and university, they are expected not to find problems to understand books that are written in English. In other words, if the students want to be successful in their life and study, they should have a high ability in reading comprehension so that they can obtain knowledge and information from many written texts.

However, what really happens in reality is far from the expectation. It is very difficult for the students to comprehend English text on the educational textbook and other English text such as magazines, newspapers, research reports, maps, directories, announcements although they have learned English since first year in junior high school. This condition is caused by a number of important factors, which are involved in the teaching and learning process. One of them is the students' lack of vocabulary mastery.

Talking about vocabulary, Renandya (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is one element that links the four skills of speaking, listening, reading, and writing all together. Vocabulary is strengthened by use. The more the new words are used, the more they are solidified in the mind. On the other word, the students will increase their vocabulary mastery when the new words are repeated in several times on reading

text. Therefore, teacher should look for opportunities to have students use the new vocabulary words continuously.

According to Spratt (2005: 10), vocabulary or lexis refers to individual words or set of words that have a specific meaning. When students did not know the unfamiliar words in the English text, they cannot understand well what the text tells about. For example, in the examination students were not allowed to bring dictionary. This condition made them difficult to find the meanings of the unfamiliar words in the reading text. That is why they have to improve their vocabulary mastery. The teacher should provide various techniques in order to improve the students' reading comprehension. One of them is implementing deducing meaning of unfamiliar words from the context. Here the students were guided to use context clues to determine meanings of unfamiliar words in reading text. Another technique is implementing vocabulary building.

Based on the discussion above, the researcher plans to conduct research on improving students' reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building.

B. Identification of the Problem

Reading comprehension is one of the important skills in the academic school. Based on the observation and interviews, the researcher manages to identify some problems in the teaching learning process in the classroom. Here are the factors related to the problems of reading comprehension in the VIIG class of SMPN 2 Pleret, Bantul.

The first factor is related to the students. A student is one aspect that determines the quality of teaching learning. Their understanding on vocabulary is low. It made it difficult for them to comprehend the text. It was proved when the researcher did her observations at SMPN 2 Pleret. They are difficult to guess the meanings of new words. Most of them ask too much questions about the meanings of the unfamiliar words find in the text. Besides, the researcher found that the students' attitudes during teaching and learning process are negative. They tended not to pay attentions when the teacher explained the material from the text book. In addition, they did not have motivation to learn English.

The students were also reluctant to practice the classroom English. In the teaching and learning process, they tended to be passive. It is perhaps concerned with the fact that their achievement is below average.

The second factor is related to the English teacher. It is concerned with what and how she prepared, presented and evaluated her teaching performance. According to Harmer (2001: 57), one of the teacher's roles is as an organizer. It means that the teacher has to organize students to do various reading activities. Unfortunately in preparing the lesson, the teacher did not plan to use reading teaching techniques regularly, provide interesting materials, and evaluate the teaching and learning process appropriately.

The teacher not only thought the material from the textbook, but she is also reluctant to provide students' worksheet. Moreover, the students were still confused of how to pronounce English words in a correct way because the teacher pronounces some vocabularies which are not based on the phonetics transcription

as stated in the dictionary. The teacher never discussed the unfamiliar words found in the reading text. It made the students less motivated pronouncing the English words and confused of finding the meanings of the unfamiliar words. Consequently, the students were bored and not interested in the activities.

Another problem related to the teacher is the use of teaching techniques. The teaching techniques were mechanical repetition practice. The teacher did not use various techniques to attract students' attention. She often asked students to read by themselves and did the assignment mostly from the text book. Then, the teacher asked students to submit their works without discussing the material. Of course, the boring method in the teaching learning process would make students bored and students did not catch the materials comprehensively.

Relating to the problems explained above, the students seem to find difficulties in the process of teaching and learning process. There are no variation techniques leading them to get bored. Moreover, this condition just makes them unable to learn English well.

C. Limitation of the Problem

From the discussion above, in the background and identification of the problem, the writer needs to limit the broad areas in order to focus on the discussion of the problem. The researcher discusses the main problem to be solved particularly on technique to improve the students' reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building. The use of deducing meaning of unfamiliar words from the context and vocabulary building were hoped to help the students to comprehend the text so

that the objectives of the English teaching and learning process can be easily reached.

D. Formulation of the Problems

Based on the limitation of the problems above, the problem was formulated as follows.

1. How deducing meaning of unfamiliar words from the context and vocabulary building were implemented as an effort to improve the teaching of reading comprehension among the VIIG class of SMPN 2 Pleret?
2. How deducing meaning of unfamiliar words from the context and vocabulary building improve students' reading comprehension in the VIIG class of SMP N 2 Pleret?

E. Objectives of the Study

The objectives of this research are:

1. to describe the teaching and learning process in the classroom, especially the implementation of deducing meaning of unfamiliar words from the context and vocabulary building to improve the teaching of reading comprehension among the VIIG class of SMPN 2 Pleret, and
2. to describe how deducing meaning of unfamiliar words from the context and vocabulary building can improve the students' reading comprehension in the VIIG class of SMPN 2 Pleret.

F. Significance of the Study

1. For the English teacher in SMPN 2 Pleret, the result of this research could be useful information about how to improve reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building. It is expected that the teachers could encourage themselves to improve their competence in practicing reading teaching techniques.
2. The result of this research could be used as a solution to the similar problems in other junior high schools.
3. For other researchers, the result of the study could be as information for further research in order to increase the quality of teaching and learning English as a foreign language.

CHAPTER II

THEORETICAL REVIEW

This chapter presents theories which underlie this research. The discussion of this chapter is divided into three main parts: theoretical review, relevant research study, and conceptual framework. In the theoretical review, the researcher discusses some theories. The next part, the researcher discusses research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into four parts. They are reading, vocabulary building, and deducing meaning of unfamiliar words from the context. The discussion of each part will be presented below.

1. Reading

a. The Nature of Reading

Reading is one of the four micro-skills in English learning besides writing, listening and speaking. As the knowledge of the reading process has developed, theories of reading have become more complex. Therefore, it is important to define the term *reading*. There are so many definitions of reading stated by experts in different points of view.

Goodman in Burt, Peyton, and Adams (2003: 33) states that reading is essentially the process of getting important and meaningful information from

written language. The interaction between the reader's cognition and the text is seen to be the natural activity that happens while a reader is reading. In another point of view, Otto, Rude and Spiegel (1997) define reading as a meaning getting process. It means that reading is not just saying the words, but also includes the process of getting meaning from reading activity.

Another concept is suggested by Celce-Murcia (2001). She explains that in academic settings, students learn to read for multiple purposes including searching for information and for general comprehension, learning new information and synthesizing and evaluating information. In addition, Hawken (2010) states that reading is a process of obtaining meaning from written text. Therefore, readers need to improve their ability to interpret meaning from a text.

Based on the theories explained above, it can be concluded that reading is the process of getting important and meaningful information for multiple purposes in the form of written text.

b. Reading Comprehension

Comprehension is the central and essential process in reading activities. In fact, reading is associated with comprehending. It is said by Gipe (1991: 118), "the heart of the reading process is comprehension or understanding what is read". Meanwhile, Tonjes, Wolpow, and Zintz (1999: 99) define the term comprehension as, "facts, meanings, or knowledge gained from reading." They add that comprehension is the end product of comprehending. The product depends on the process.

In addition, Hudson (2007: 79) states that comprehension skills represent the ability to use context and knowledge to derive meaning from what is read. Therefore, the students should improve their reading comprehension skill. This skill separates an active reader and a passive reader. An active reader uses a great deal of context to interpret words and sentences while processing text (Perfetti in Hudson, 2007: 8). Active readers were not only read the text but they also interact with the text.

The reading comprehension skills increase the pleasure and effectiveness of reading. The key of reading comprehension skills is the students both decoding the text and interacting with it. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

However, students as beginning readers often find difficulties to comprehend the reading text. There are some factors influence students as beginning reader to comprehend the text. Furthermore, teachers play important role to encourage the students to be success as an active reader. Hudson (2007: 25) proposes list of variables that will differentially affect success in reading. For instance: 1) grapheme recognition, 2) phonological representation, 3) syntactic structure, 4) background knowledge, 5) processing strategies, 6) text structure understanding, 7) vocabulary, and 8) context of the reading act. From the variables proposed by Hudson (2007), vocabulary plays an important role in the success of the students' reading comprehension.

Another researcher, Munby in Alderson (2000: 10) additionally states that there are some micro skills for reading comprehension as presented in following points:

- 1) recognizing the scope of a language,
- 2) deducing the meaning and using unfamiliar lexical items,
- 3) understanding explicitly stated information,
- 4) recognizing information when not explicitly stated,
- 5) comprehending conceptual meaning,
- 6) comprehending the communicative value of sentences,
- 7) understanding relations within the sentence,
- 8) identifying relations between parts of the text through lexical cohesion devices,
- 9) identifying relations between parts of the text through grammatical cohesion devices,
- 10) interpreting text by going outside it,
- 11) recognizing indicators in discourse,
- 12) identifying the main point or important information in discourse,
- 13) distinguishing the main idea from supporting details,
- 14) developing silent details to summarize (the text, an idea),
- 15) extracting relevant points from a text selectively,
- 16) using basic reference skills,
- 17) skimming,
- 18) scanning to locate specifically required information,

19) trans-coding information to diagrammatic display.

Those micro skills could be used for the teacher as techniques to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. As mentioned before, strong reading comprehension skills help the students in all the other subjects and in their personal and professional lives on their future.

c. Teaching Reading

1) Teaching Reading in English as a Foreign Language

Teaching reading as a foreign language is different from the first language reading. Teaching reading in a foreign language aims to teach how the language is used for conveying the message and develop the skills to understand the content of the expressed language (Nuttal, 1996: 3).

In addition, Brown (2001) states that teaching is guiding and facilitating learning, enabling the learners to learn, and setting condition for learning. Therefore, teaching reading then is guiding and facilitating learners to read, enabling the learners to read and setting condition for learners to read. Thus, there are many components involved in the teaching of reading.

2) Components in Teaching Reading

a) The Students

According to Nuttal (1996: 147), in teaching reading, the students' role as a reader demands that he should make sense of the text for himself. From the beginning he must do for himself everything that is capable of doing. This requires encouragement, especially the encouragement that comes from the text.

According to Pearson and Johnson in Mikulecky (1990: 101), there are two factors that influenced learners in the reading comprehension. They are outside the head and inside the head factors. Outside the head factors include the length of the text, the propositional density, the amount of vocabulary, the explicitness of the information, the discourse structure and the clarity. The factors inside the head cover all of the things which the learners bring to understand the text.

Students read either to enjoy them self or to obtain information of some books. Mikulecky (1990: 11) suggest some strategies for the students in order to read effectively. Effective reading means bring able to read accurately and efficiently and understand the passage as much as the readers' needs in order to achieve the purpose of reading. The students need to:

- (1) developing new schemata about what reading is and how it is done effectively in English,
- (2) breaking the habit of reading every word,
- (3) learning how to tap their background knowledge in order to better employ top down processing,
- (4) acquiring some of the skills which influent reader of English employ unconsciously in order to strengthen their bottom up processing abilities,
- (5) acquiring those skills which will enhance the interactions of top down and bottom up processing models, and
- (6) learning to read faster and to read in English pleasure.

b) The Teacher

Mahon in Mikulecky (1990:31) says that the teacher is the most important element in a reading class for her attitudes influences the students and their performance. In teaching reading, the teacher should provide his or her students with:

- (1) an anxiety – free atmosphere so they will feel free to experiment with a new reading style,
- (2) practice so they will master new strategies, and
- (3) pressure in the form of persuasion and timings.

In addition, Eskey in Mikulecky (1990: 31) states that a teacher's role as a model interpreter since making sense of the text is actually interpretation and so much interpretation is cultural. Olshavsky in Mikulecky (1990: 31) says that another role of a teacher is a model thinker since reading is a problem solving and the teacher can serve as a model by thinking aloud as she introduces the new reading skills and strategies.

Moreover, Gower (1995: 95) suggests some ways to help the students to understand the reading text. Firstly, encourage the students to use what they have already known, their knowledge of the world and their knowledge of English. Before the students tackle the text, help them to predict what they are going to read by activating any knowledge they may have about the topic or the text type. Secondly, remind the students about the reading skills that they employed in their own language, for example using strategies that are appropriate to the text and the purpose of reading and using available visual clues e.g. lay out, pictures, and etc.

Thirdly, help the students to understand the structure of the text by focusing on the key sentences and the way sentences are linked. Forth, encourage the students to deduce the meaning of unknown vocabulary by guessing meaning of the word from clues in the context, identifying the grammar of the word from any affixes, and seeing if it is like a word they already know. Finally, help the students to use a dictionary efficiently to find the meaning of unknown words and expression.

c) Techniques of Teaching Reading

Brown (2001: 306 - 311) proposes some techniques for teaching reading related to bottom up and top down processes. They will be described as follows.

(1) Identifying the purpose of reading

Whenever the teacher teaches reading technique, make sure that the students know their purpose in reading something.

(2) Using graphemes' rules and patterns to help in bottom up decoding

Teaching reading in the beginning level is emphasized on oral reading. Thus, explanation about orthographic rules is needed.

(3) Using efficient reading techniques for rapid comprehension (intermediate to advance level)

In the beginning levels, this strategy cannot be applied because the students are still struggling with the control of limited vocabulary and grammatical patterns.

(4) Skimming the text for main idea

Skimming is used to quickly gather the most important information. It is not important to understand each word in skimming. This strategy is used to predict the purpose of the passage, the main topic or message and supporting details. The teacher can ask the students to skim the passage after they look at a few pages of materials.

(5) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. In the scanning exercises, the teacher may ask the students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

(6) Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the students to provide some order to chaos.

(7) Guessing when are not certain

The teacher can help the students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use any available clues. Language-based clues include word analysis, word association, and textual structure. Nonlinguistic clues come from context, situation, and other schemata.

(8) Analyzing vocabulary

When the students do not understand the meanings of the unfamiliar words, there are some techniques that useful to find those meanings.

They will be described as follows:

- a) using prefixes that may give clues about the unfamiliar words,
- b) identifying suffixes that may indicate what the part of speech of the unfamiliar words,
- c) recognizing roots of the unfamiliar words that are familiar,
- d) using grammatical contexts to get signal information, and
- e) identifying the semantic context (topic) for clue.

(9) Distinguishing between literal and implied meaning

This requires the application of sophisticated top down processing skills syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

(10) Capitalizing on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficiency.

3) Teaching reading for SMP students

School Based Curriculum of 2006 is a must for the teachers to teach the subject based on the curriculum because the curriculum has provided guidelines

for the teachers in teaching the subject. The guidelines for teaching reading for junior high school are as follows.

a) The aims of reading

Based on School Based Curriculum of 2006, in teaching English subjects, students are expected to: (1) develop competences to communicate in the spoken and written form to reach the level of functional literacy, (2) have awareness of the truth and importance of English subject to improve the competitiveness of nation, and (3) develop their comprehension about connection between language and culture.

b) Scopes of reading

As stated in School Based Curriculum of 2006, English subject in Junior High School includes: (1) expression ability, (2) comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre), and (3) support of competence.

First, expression ability is the ability to understand and produce speech and written text which are realized in four skills. They are listening, speaking, reading, and writing integrated. Second, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre). They are descriptive, recount, narrative, procedure, and report. And the last is support of competence. They are linguistic competence (the use of grammar and vocabulary, phonetics, and structure), socio cultural competence (the use of expression and action language receive in various context communication), and strategy competence (the content of the problem which appears in communication

process in various methods), and building expression competence (using instruments of expression competence).

c) Text types

Based on School Based Curriculum of 2006 for SMP and MTs, one of the kinds of text or genres that should be taught is procedure.

According to Anderson (1997: 50) procedure is a piece of text that gives us instructions for doing something. Procedure describes how something is accomplished through a sequence of actions or steps. To construct procedural text, teacher should pay attention to the procedure scaffold. The procedure scaffold is a guide for constructing piece of a procedure text. Anderson (1997: 55) says that a procedure text can have three main parts:

- (1) an introductory statement giving the aim or goal. This may be the title of the text or introductory paragraph,
- (2) materials needed for completing the procedure. This may be a list or a paragraph. The step may be left out in some procedures, and
- (3) a sequence of steps in the correct order. The numbers that can be used to show are *first*, *second* and etc. The order is usually important. The connector such as *now*, *next* and *after this* can be used. Usually the steps begin with a command such as *add*, *stir*, or *push*.

The language features of procedure text as follows: (a) using technical language, (b) using action verb, (c) using time words or numbers that tell the order for doing the procedure, and (d) using adverbs to tell how the action should be done.

2. Vocabulary Building

a. The Nature of Vocabulary

In learning reading, vocabulary plays an important role. Richards and Renandya (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. They also say that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often found difficulty in comprehending an English text.

In line with Richards and Renandya, Mc Charty (1990: vii) states that the single and the biggest component of any language course is vocabulary. It means that teaching and learning vocabulary is very important. Vocabulary is one element that links the four skills of speaking, listening, reading and writing all together. Moreover, Thornbury (2002: 14) states that vocabulary means a large collection of items. He also adds that learning vocabulary is important because it enriches someone's knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text.

Moreover, readers will experience difficulty in this stage of reading if they lack vocabulary or grammatical knowledge (Ah-Young: 2009). Therefore, it is beneficial for English learners to master vocabulary in reading comprehension. With their mastery of vocabulary in reading comprehension, learners will be able to catch the message of the text they read. It means mastering vocabulary is an important issue in reading comprehension. The issue was supported by Richard

and Renandya (2002: 277). They define eight issues in second language reading development. The issues were described the importance of:

- 1) discourse structure and graphic representation,
- 2) vocabulary in language learning,
- 3) the need for language awareness and attending to language and genre form,
- 4) the existence of a second language proficiency threshold in reading,
- 5) meta-cognitive awareness and strategy learning,
- 6) extensive reading,
- 7) integrating reading and writing, and
- 8) content-based instruction.

In line with Hudson (2007), Richard and Renandya mention that vocabulary mastery plays an important role in the success of reading comprehension. However, many students face some difficulties in reading comprehension due to their lack of vocabulary. They often cannot understand the meanings of the unfamiliar words found in the reading text. This condition causes confusion in understanding the meanings as a whole. In summary, the lack of vocabulary mastery can cause some problems in understanding a reading text. Therefore, in order to get better understanding in comprehending the reading text, the students should improve their vocabulary mastery.

b. Vocabulary Building

Vocabulary always becomes an important factor influencing the success of reading the English text as stated by Hudson (2007: 25). There is a close relationship between vocabulary and comprehension – messages are composed of ideas, and ideas are expressed in words. Most theorists and researchers in education have assumed that vocabulary knowledge and reading comprehension are closely related, and numerous studies have shown the strong correlation between them. Therefore, the students should enlarge their vocabulary mastery by using vocabulary building.

Vocabulary building is an essential factor in reading improvement, especially at the lower levels (Mikulecky and Jeffries, 1997: 168). Building vocabulary skills improves reading comprehension and reading fluency. Moreover, Cameron (2001: 72) says that building a useful vocabulary is central to the learning of a foreign language at primary level. Having a good mastery of vocabulary makes it possible for students to use the language for communication because students are aware of the ideas and attitudes that are represented by words.

Moreover, Hawken (2010) states that building vocabulary means both understanding the meanings of words and learning to decode those words. Acquisition of vocabulary improves reading comprehension. Thus, the students can easily comprehend an English text. In other point of view, vocabulary is a basic for communication. It is impossible for someone to participate in a conversation whenever he or she cannot understand or recognize the meanings of

the key words used by other people. To express an idea or ask some information, a person must be able to produce lexical items to convey his/her meanings. So it is very difficult for someone to participate in a conversation when he or she does not have vocabulary mastery.

In addition, Krashen and Terel (1985: 155) say that if one knows more morphology and syntax of an utterance addressed to him or her, but he or she does not know the meaning of the key lexical items, he or she will be unable to participate in the communication. Therefore, anyone who wants to be a successful learner in learning English as foreign language, they must enlarge his or her vocabulary mastery. This implies that the success of the students in learning English as foreign language depends on the vocabulary he or she has learned. Without enlarge their vocabulary, students cannot read successfully.

In line with Krashen and Terel, Hudson (2007: 227) states that the learner learns how to use morphology to create new words and meanings, such as nation, national, nationalize, and nationalization. Students as the learners should enlarge their vocabulary words through a vocabulary building techniques by identifying word roots. It means that students should learn to define words by learning the meanings of word roots, prefixes and suffixes. Knowing the basics of the word roots in English is useful. It helps students obtain insight into how the English language vocabulary words derived and are structured. The vocabulary building was presented as follow.

1) Affixes and roots

Adding affixes to existing words (root) to form new words is common in academic English. Prefixes are added in the front of the root (e.g. like →dislike), whereas suffixes are added in the end of the root (e.g. active →activate). Prefixes usually do not change the class of the root word, but suffixes usually do change the class of the word. The most common prefixes used to form new verbs in academic English are: *re-*, *dis-*, *over-*, *un-*, *mis-*, *out-*. The most common suffixes are: *-ise*, *-en*, *-ate*, *-(i)fy*. Recently, the most common affix in academic English is *-ise*.

2) Verbs

a) prefix + verb → verb

Table 1: **Prefix used to form verb**

Prefix	Meaning	Examples
re-	again or back	restructure, return, rebuild
dis-	reverses the meaning of the verb	disappear, disconnect, discontinue □□□
over-	too much	over-excited, oversleep, overwork
un-	reverses the meaning of the verb	unbend, uncouple
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform
be-	make or cause	befriend, belittle
co-	together	co-exist, co-operate, co-own
de-	do the opposite of	devalue, deselect
fore-	earlier, before	foreclose, foreplay
inter-	between	interact, interface
pre-	before	pre-expose, pretest
sub-	under/below	subordinate, subdivide
trans-	across, over	transform, transcribe, transplant
under-	not enough	underfund, undersell, undervalue

- b) Suffix used to form verb with the meaning "cause to be".

Table 2: **Suffix used to form verb with the meaning “cause to be”**

Suffix	Example
-ise	stabilize, characterize, symbolize, visualize, specialize
-ate	differentiate, liquidate, pollinate, duplicate, fabricate
-fy	classify, exemplify, simplify, justify
-en	awaken, fasten, shorten, moisten

3) Nouns

The most common prefixes used to form new nouns in academic English are: *co-* and *sub-*. The most common suffixes are: *-tion*, *-ity*, *-er*, *-ness*, *-ism*, *-ment*, *-ant*, *-ship*, *-age*, *-ery*. By far the most common noun affix in academic English is *-tion*.

- a) prefix + noun → noun

Table 3: **Prefix used to form noun**

Prefix	Meaning	Examples
anti-	against	anticlimax, antidote, antithesis
auto-	self	autobiography, automobile
bi-	two	bilingualism, biculturalism
co-	joint	co-founder, co-owner
counter-	against	counter-argument, counter-example
dis-	the converse of	discomfort, dislike, disagree
ex-	former	ex-chairman, ex-hunter
hyper-	extreme	hyperinflation, hyper-surface
in-	the converse of	inattention, incoherence, incompatibility
in-	inside	Inpatient
inter-	between	interaction, inter-change, interference
kilo-	thousand	kilobyte
mal-	bad	malfunction, maltreatment, malnutrition
mega-	million	megabyte
mis-	wrong	misconduct, misdeed, mismanagement
mini-	small	mini-publication, mini-theory

mono-	one	monosyllable, monograph, monogamy
neo-	new	neo-colonialism, neo-impressionism
out-	separate	outbuilding
poly-	many	polysyllable
pseudo-	false	pseudo-expert
re-	again	re-assessment, re-examination
semi-	half	semicircle, semi-darkness
sub-	below	subset, subdivision
super-	more than, above	superset, superimposition, superpowers
sur-	over and above	surtax
tele-	distant	telecommunications
tri-	three	trigonometry
ultra-	beyond	ultrasound
under-	below, too little	undergraduate
vice-	deputy	vice-president

b) Suffix added to a verb (V), noun (N) or adjective (A)

→ Noun

Table 4: **Suffix used to form noun**

Suffix	Meaning	Examples
-tion -sion	action/instance of V-ing	demonstration expansion, inclusion, admission
-er	person who V-s something used for V-ing	advertiser, driver computer
-ment	action/instance of V-ing	development, punishment unemployment
-ant -ent	person who V-s	assistant, consultant student
-age	action/result of V	breakage, wastage, package
-al	action/result of V	denial, proposal, refusal, dismissal
-ence -ance	action/result of V	preference, dependence, interference attendance, acceptance, endurance
-ery/-ry	action/instance of V-ing place of V-ing	bakery, robbery, misery

Table 5: **Suffix used to form noun**

Suffix	Meaning	Examples
-er	person concerned with N	astronomer, geographer
-ism	doctrine of N	marxism, maoism, thatcherism
-ship	state of being N	friendship, citizenship, leadership
-age	collection of N	baggage, plumage

Table 6: **Suffix used to form noun**

Suffix	Meaning	Examples
-ity	state or quality of being A	ability, similarity, responsibility, curiosity
-ness	state or quality of being A	darkness, preparedness, consciousness
-cy	state or quality of being A	urgency, efficiency, frequency

4) Adjectives

Many adjectives are formed from a base of a different class with a suffix (e.g. -less, -ous). Adjectives can also be formed from other adjectives, especially by the negative prefixes (un-, in- and non-). The most common suffixes are *-al*, *-ent*, *-ive*, *-ous*, *-ful*, *-less*.

a) Suffix added to verbs or nouns → adjective

Table 7: **Suffix used to form adjective**

Suffix	Example
-al	national, optional, professional
-ent	different, dependent, excellent
-ive	effective, imaginative, repetitive
-ous	continuous, dangerous, famous
-ful	beautiful, peaceful, careful
-less	endless, homeless, careless, thoughtless
-able	drinkable, avoidable

b) negative + adjective → adjective

Table 8: **Prefix used to form adjective**

Prefix	Examples
un-	unfortunate, uncomfortable, unjust
im-/in- /ir-/il-	immature, impatient, improbable, inconvenient, irreplaceable, illegal
non-	non-fiction, non-political, non-neutral
dis-	disloyal, dissimilar, dishonest

5) Mixed

a) Base with both prefix and suffix.

Table 9: **Base with both prefix and suffix**

Adjectives	uncomfortable, unavoidable, unimaginative, inactive, semi-circular
Nouns	disappointment, misinformation, reformulation

6) Word formation

Formal written English uses nouns more than verbs. For example, *judgment* rather than *judge*, *development* rather than *develop*, *admiration* rather than *admire*.

3. Deducing meaning of unfamiliar words from the context

a. The Nature of Deducing meaning of unfamiliar words from the context

Munby in Alderson (2000: 10) states that there are 19 micro skills which must be mastered by the students to help them comprehend the text better and effective. One of those micro skills is deducing meaning of unfamiliar words from the context. In line with Munby, one of the micro skills for reading comprehension proposed by Brown (2001: 306) is develop and use a battery of

reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text. One of the ways to guess the meanings of the unfamiliar words without having to open the dictionary is by understanding the context that exists in the reading text. The students as the learners are using context to gain meanings of the unfamiliar words. They are expected to predict the meanings of the unfamiliar words from the context using clues such as knowledge of words parts and relationship pattern.

Talking about context, Mikulecky and Jeffries (1997: 119) state that context is the sentence or sentences around a word. The context can tell the readers a lot about a word. Moreover, context can help them understand new words or unfamiliar words. When reading a difficult text, the students may not know the meanings of the words find in the text. However, they actually guess the meanings of the words from the context. With guided practice from the teacher, the students will use context clues to determine meanings of the unfamiliar words found in the reading text.

According to DeLuca (2010), there are some benefits using deducing meaning of unfamiliar words from the context in reading an English text. First, using the context of surrounding words and sentences, students will be able to figure out the meaning of new and unfamiliar words and to enhance reading enjoyment. Second, students will practice looking for new and unfamiliar words in prepared sentences and use context to determine meanings of words. Third, after reading an English text, students will choose new and unfamiliar words and

will use context to determine the meaning of these words. Fourth, students will only use dictionaries to check if their meanings are correct. Fifth, students will be able to share information with the class in order to improve their abilities to articulate information in a group.

b. Steps of Deducing meaning of unfamiliar words from the context

According to Nation and Coady in Richards and Renandya (2002: 262), there are five procedure steps of deducing meaning of unfamiliar words from the context. They are described as follows:

- 1) determining the part of speech of the unknown word,
- 2) looking at the immediate context and simplify it if necessary,
- 3) looking at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences,
- 4) guessing the meaning of the unknown word, and
- 5) checking that the guess is correct.

In step 5, the guess needs to be the same part of speech as the unknown word. Moreover, the learner should try to see if the unknown word can be analyzed into part. For example, the word *unlock* becomes *un* + *lock* and to check if the meaning of the parts matches the meaning of the unknown word. Finally, the guess should be tried out in the context to see whether it makes sense, and a dictionary may be consulted to confirm the guess.

c. Teacher Planning

Here are the teacher's planning in the implementation of deducing meaning of unfamiliar words from the context in the reading teaching and learning process.

1) Materials and resources

The teacher prepares some materials or resources at the beginning of the lesson such as: worksheets with short passages, markers, books, copies of articles, pencils or pen, and paper for students.

2) Pre-activities

Silent reading of English text with new and unfamiliar words before teacher begins the reading teaching and learning process.

3) Introducing the lesson and identifying the steps

Here are some steps that can be used for the students to identify the correct meanings of the unfamiliar words in context. The students can use the same strategies to identify the meanings of unfamiliar words. The teacher can guide the students in implementing the steps of deducing meaning of unfamiliar words from the context. The steps are presented as follows.

- (1) First, when the students find the unfamiliar words in the reading text, they should look at the context clues, such as: pictures, words, phrases, or sentences that surround the unfamiliar words. As the opening introduction, the teacher says "Students, we often find difficulties in comprehending the reading text when we find unfamiliar words in the

text. We also often do not bring a dictionary on hand when we are reading, and we want to know what a word means. For that reason, today we are going to learn more about using the words, sentences, and other information around new or unfamiliar words to determine the meanings of the words. This is known as deducing meaning of unfamiliar words from the context by using context clues.”

- (2) Second, the teacher gives a sentence and shows the unfamiliar words from the sentence with multiple meaning. Then she says: “Even when we do bring a dictionary, a word may have many different meanings depending on the context. For example, the word *fly* has many different meanings. Deduce the meaning of a word by looking at the context clues around the word is very helpful in figuring out the meaning of that word”.
- (3) Third, the teacher gives a sentence to the students, “He caught the *fly*” and the teacher asks the students what the meaning of the word *fly* is in the sentence. Then, the teacher shows the second sentence to the students. “We watched a flock of birds *fly* over the field”, and asks what the students think the meaning of *fly* is. Using context clues the teacher asks the students, “What words do you know that would make sense in the place of the word *fly* in the first sentence and the second sentence?” Next, substitute the word *fly* in the sentence and read the sentence to see if the word makes sense in the sentence.
- (4) Fourth, the teacher gives the students a reading text which provides sentences with the unfamiliar words. She guides the students through an

example using a nonsense word. For example, “Juan traveled a long distance to get to his friend’s home in Balikpapan. The *blablabla* took three days on the bus. He was exhausted when he arrived in Balikpapan and was very happy to end that bus ride. He was glad to find his friend waiting for him at the bus station.” The teacher asks to the students, “What word could you put in the place of the nonsense word *blablabla* in this sentence based on the clues in the passage? Clues: traveled, bus, distance, Balikpapan, etc. Answer: trip or journey. Then the teacher says “Now, read the sentence using the familiar word and see if it makes sense.”

- (5) Finally, the teacher gives the students a worksheet. Then, instruct the students to read the reading text on it. The teacher guides the students to use context clues to find the meaning of the unfamiliar words find in the reading text.

B. Relevant Previous Studies

The deducing meaning of unfamiliar words from the context have been proven to be able to improve the students’ reading comprehension in the context of English teaching and learning in Indonesia, as Fitriyanti (2009) had done a study on it. In her experimental research study, she used deducing meaning of unfamiliar words from the context as reading technique to improve the students reading comprehension. In this research, the finding shows that there is a positive and significant relationship between deducing meaning of unfamiliar words from the context and the students reading comprehension. The findings can be seen

from the students' reading scores of one treatment group which consist of 40 students.

On the other hand, there are some research studies concerning vocabulary knowledge and the students' reading comprehension. Kurniawati (2006) had done a correlational research study on the relationship between the students' vocabulary mastery and their reading comprehension achievement. The finding shows that there is a positive and significant relationship between vocabulary knowledge and the students reading comprehension. In addition, Ruswanto (2001) had done a descriptive research study on the contribution of the mastery of vocabulary to the reading comprehension. In his research finding, there is contribution of mastery of English vocabulary to the reading comprehension.

Based on the relevant previous studies, the researcher expects that the use of deducing meaning of unfamiliar words from the context and vocabulary building might improve the students' reading comprehension at SMPN 2 Pleret.

C. Conceptual Framework

Nowadays, most of the transferred information and news are in printed form. It includes many books that were used by the students of Junior High school. The books are written in English. Therefore the students should be able to read English text well, so they can absorb the information from the English text. Thus, they can achieve better result in the English teaching and learning process.

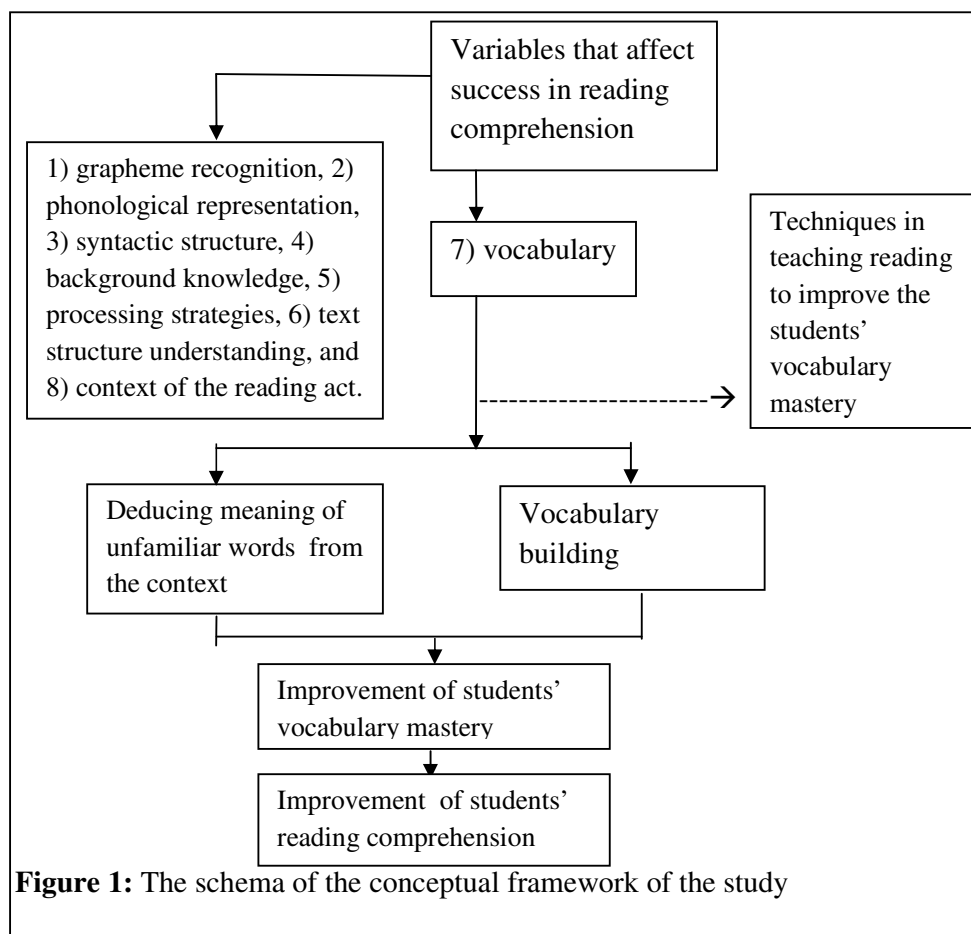
Regarding the importance of reading in the English teaching and learning, Goodman in Burt, Peyton, and Adams (2003: 33) states that reading is essentially the process of getting important and meaningful information from written

language. In another point of view, Otto, Rude and Spiegel (1997) define reading as a meaning getting process. Meanwhile, Williams (1996: 11) states that reading is a process of obtaining meaning from written text. From the definition, it can be concluded that reading involves some process that are used to get meaning from written text. When people read a text, they think and try to carry out meaning. The meaning is in the reader's mind. It is possible for the readers to have different meaning with other readers even they can gain new meaning from the text.

In reference to the definitions of reading, in order to comprehend an English text, the students should be able to understand the meaning of vocabularies found in the text. With their mastery of vocabulary, the students will be able to catch the message of the text they read. Thus they can be successful readers. In line with previous theoretical review, to be a successful reader, Hudson (2007: 25) proposes some variables which affect success in reading. One of them is mastering vocabulary.

However, the students of SMPN 2 Pleret especially in the grade VII in G class had lack of vocabulary mastery. The problem gave negative impact for the development of their reading comprehension. The students not only had difficulty in knowing the meanings of unfamiliar words but also found difficulty in predicting the meanings of unfamiliar words in the text. Therefore, they had difficulty in comprehending the texts. Moreover, the teacher does not use techniques in teaching reading. So far, the teacher was only testing the students' reading comprehension without pay attention to the students' ability in comprehending the English text.

Seeing the facts that the students need to improve their reading comprehension and the teacher needs to improve the techniques in teaching reading, the researcher involves in the field and makes some efforts. The efforts are using deducing meaning of unfamiliar words from the context and vocabulary building as reading teaching techniques. Hence, this research intends to do an action research in SMPN 2 Pleret in VII grade of G class. By implementing deducing meaning of unfamiliar words from the context and vocabulary building, it is expected that the students' reading comprehension in the English teaching and learning process can be improved. In detail, the schema of the conceptual framework of this research can be seen in Figure 1.



CHAPTER III

RESEARCH METHOD

This chapter presents the research methods used in this research. It discusses the type of the research, research setting, subjects of the research, instruments of the research, technique of collecting data, technique of data analysis, validity and reliability of the data, and procedure of the research. Each is presented in the following discussion.

A. Type of Research

This research on improving students' reading comprehension in the VIIG class of SMPN 2 Pleret was action research. According to Carr and Kemmis in Burns (1999:30), action research is a form of self reflective enquiry done by participants in social situations (e.g. teachers, students, school principals in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. In addition, Kemmis and McTaggart in Burn (1997:22) state that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': of planning, action, observation and reflection. The processes in action research can be shown in the scheme of Figure 2.

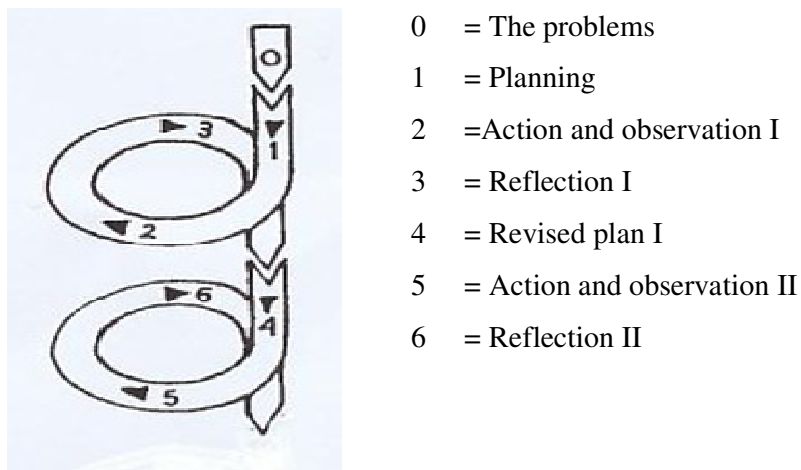


Figure 2: **The individual aspect of action research by Kemmis and McTaggart's concept**

Based on Figure 2 the researcher and the research member collaborated in identifying problems, collecting data, planning, conducting action, evaluating and reflecting action that was implemented. These whole steps were done in two cycles, two meetings in each cycle.

B. Research Setting

This part consists of two issues, namely the setting of the research and the schedule of the research. Each part is discussed below.

1. Setting of the research

The research was conducted at SMPN 2 Pleret in class VIIG. SMPN 2 Pleret is located in Pleret, Bantul, Yogyakarta.

2. Schedule of the research

The research was conducted in the second semester of the academic year of 2010/2011. There were two cycles in this research and each cycle consisted of two meetings. The research followed the school schedule in determining the time

for each meeting. The schedule for the English subject for class VIIG is presented as follows.

Wednesday : 11.20 a. m – 12.00 p. m

: 12.20 p. m – 13.00 p. m

Thursday : 10.00 a. m – 11.20 a. m

The research was conducted in one month. The details of the research schedule are presented as follow.

Table 10: Schedule of the research

	Day / Date	Meeting
Cycle I	Wednesday, January 12, 2011	Meeting I
	Thursday, January 13, 2011	Meeting II
Cycle II	Wednesday, January 19, 2011	Meeting III
	Thursday, January 20, 2011	Meeting IV

C. Subjects of the Research

The research involved the English teacher, the students of the VIIG class and the researcher. The sources of data on this research were the VIIG of SMPN 2 Pleret in the academic year of 2010/2011 and from the collaborator. The VIIG students were chosen as the data sources with the hope that the English teacher could teach the other classes which have the same characteristics as the students in class VIIG.

D. Instruments

The researcher used a recorder, student's diary, observation check list, notebook to do observation, and interview guidelines as the instruments of collecting the data. The researcher also used camera to take pictures when the actions were being implemented. The data obtained were in the form of field notes and interview transcripts. The researcher planned to conduct pre-test and post-test and students' performance in each cycle. The pre-test was conducted to find out the students' reading comprehension. The post-test was conducted to find out the improvement of students' reading comprehension. While the students' performance was conducted to find out the improvement of students' reading comprehension in each cycle.

E. Techniques of Collecting Data

The collected data were qualitative in nature which was supported by quantitative data. The data were in form of opinions, obstacles, preferences, and expectations of the researcher. To obtain those data, the researcher used some data collection techniques as follow.

1. Class observations

Angwin (1997: 22) states that to know clearly what the researchers are looking for they can observe the class. The researcher did the class observation to obtain the information that was needed in the next action plan in this research. The researcher noted everything related to the students' behavior in learning reading comprehension, the teacher's actions in the class, the technique that were implemented in the class, and the problem found in the teaching and learning

process when the action were being implemented. The class observation was done by both the researcher and the English teacher.

2. Field Note

The field note was aimed to record the reading teaching and learning process related to the weakness and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take a note on students' reading comprehension progress in the classroom.

3. In-depth interview

The researcher conducted in-depth interview to obtain the data related to the teacher's and students' behavior while and after the action. According to Angwin (1997: 21), interviews can be done with the teachers and the students. The interviews in this research were done to clarify their perceptions, to discuss classroom work, to support the teachers in monitoring, and to reflect their practices.

In this research, the researcher made some questions and asked those questions to the students and the teacher. They gave feedback based on their experience in the teaching and learning process through deducing meaning of unfamiliar words from the context and vocabulary building. These interviews were done after the actions were implemented.

4. Photographs Taking

Madya (2006: 86) says that photographs were useful to record important events or to support other recordings. The researcher took some pictures while the teaching and learning process through deducing meaning of unfamiliar words

from the context and vocabulary building ran. The photographs were taken to support the collected data.

5. Test of the students' performance

Angwin (1997: 23) states that it is a good idea for the teachers to set work for students who finish a unit of work to measure their improvement. Regarding this, the test of students' reading comprehension was important to know whether there is an improvement or not. The result helped the researcher to plan the next action. The test was administered at the end of each cycle.

6. Student's diary

The students' diary reflected the actions conducted by the researcher and used to improve the next action in the next cycle. The students shared their feeling after the teaching and learning process. The researcher conducted this activity twice, after Cycle 1 and Cycle 2.

F. Technique of Data Analysis

The first step conducted by the researcher in order to analyze the data was collecting the data. In this step, the researcher collected all the data such as interview transcripts, field notes and photos of the teaching and learning process. The second step was data reduction. According to Miles and Huberman (1994: 10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data that was in the field.

The third step was data display. The data display of this research was in the form of text; field notes and interview transcripts. In this step, the researcher organized all the data that had been passed the data reduction process. Then, the last step was making conclusion drawing and verification. The conclusion was gained based on the results of the students' reading comprehension scores, field notes and interview transcripts. Meanwhile, in making conclusion, the researcher holds a discussion with the English teacher as the collaborator. It was used to see the data from different point of views.

G. Validity and Reliability of the Data

Burns (in Madya 2006: 37-45), states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. However, this research has four validities. The discussions were as follow.

1. Democratic validity

Burns (in Madya 2006: 38) states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SMPN 2 Pleret (head master, English teachers, students, and administrators). In the interview, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced where the focus is to look for the solution of the problems. The interview was conducted during the research runs.

2. Outcome validity

Outcome validity is related to the nation of actions leading to the result of the actions that are successful within the research context. In this research the processes are related to the improvement of students' reading comprehension under the use of deducing meaning of unfamiliar words from the context and vocabulary building.

3. Process validity

Process validity means that actions that were done in the research were believable (Burns, in Madya 2006: 40). To get the process validity, the researcher collected the data by doing observation, and noted during the research run. The researcher noted and recorded anything that happened in the teaching learning process of the first grade students at SMPN 2 Pleret. In this research, the process is done in two cycles and in each cycle consists of planning, actions and observation, and reflection steps. The process involved some different data sources and followed by some evidence that showed that the process is believable.

4. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research (Burns, in Madya 2006: 44). Dialogic validity is done by doing dialogue among the researcher, the English teacher, and the students to improve the next action. The dialogic validity is used to look for the success and weakness in the research. The teacher and the students gave critiques and comments related to the action done by the researcher.

However, catalytic validity could not be gained by the researcher because the validity was gained after the research was done. Therefore, the researcher could not manage the validity.

To avoid the subjectivity in analyzing the data and to obtain the trustworthiness, the researcher used triangulation through interviews and observation with the collaborator. Triangulation involves gathering data from a number of different sources so that the research findings or insights can be tested out against each other. This increases the reliability and validity of the research (Burn 1999: 25).

Moreover, Burns (1994) in Burns (1999: 163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. However, this research has three validities. The forms of triangulation are as follows.

1. Time triangulation

Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process.

2. Investigator triangulation

In this way, more than one observer was involved in the same research setting to avoid the biased interpretation.

3. Theoretical triangulation

In this form, data were analyzed from more than one perspective. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

H. Procedure of the Research

To carry out action research, the researcher used the procedure of Action Research proposed by Kemmis and McTaggart with some modifications.

1. Reconnaissance

The first step in conducting action research was finding school facts, information and the problem through observation in the class. The class observation was held on November 24 and 25, 2010. Then, the researcher analyzed the students. In this study, the researcher interviewed English teacher and the students in order to identify the existing problems in the field. Based on the interview and observation, English teacher and the researcher classified the existing problems that were interrelated based on the priority scale, so that, when the researcher solved the previous problem, the preceding ones could be solved more easily.

2. Planning

After doing the observation in the reconnaissance step, the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade VIIG SMPN 2 Pleret. The aim of the actions was improving

students' reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building.

3. Implementing and Evaluating

In this step, the researcher implemented the action plan. The researcher acted as the teacher. The teacher acted as the observer. While implementing the action, the researcher observed that is going on in the classroom to know the problems occur as well as to know the success of the actions. Then, the researcher interviewed the students and the English teacher after the teaching and learning process ended.

To record what has been observed, the researcher wrote field notes about all events that happen in the classroom. The researcher also collected students' diaries from each cycle which contain comment from the students after the action were implemented.

4. Reflection

Reflection is the evaluation done by the researcher or collaborators. The reflections carried out collaboratively by discussing the success of the actions as well as problems happened in the classroom during the implementation. At the end of each action, the researcher and the English teacher made reflection about the problem occurred during the implementation. The reflection of the actions indicated the effectiveness of the action research. The actions that were ineffective were changed with the suitable ones, but those that were effective were used again in the next action.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As stated in the previous chapter, this research was categorized as an action research. In this research, deducing meaning of unfamiliar words from the context and vocabulary building are used to improve the reading comprehension in class VIIG of SMPN 2 Pleret in the academic year of 2010/2011. This chapter discusses the research procedure and findings, the implementation of the actions and discussion, and test of students' performance and posttest of the students' reading comprehension.

A. Research Procedure and Findings

This research used the Kemmis and McTaggart model. There were some procedures which the researcher did. The procedures are reconnaissance, plan, action and observation, and reflection. In the reconnaissance step, the researcher and the collaborator worked collaboratively to identify the field problems. After that, they made some plans to be implemented in the action to solve the field problems. During the implementation of the plans, the researcher and the collaborator observed the teaching and learning process to know the students' responses and improvement toward the actions. Finally, the researcher made reflection by doing some interviews with the students and having discussions with the collaborator. In order to avoid the lack validity of the finding the researcher conducted the research on two cycles, each of it done in two meetings.

1. Reconnaissance

The research process began with the formulation of the identified problems in the field. The researcher conducted observations and interviews with the English teacher and the students of VIIG. The researcher observed the teaching and learning process on Wednesday, November 24, 2010 and on Thursday, November 25, 2010. The interviews were conducted in two meetings, with the teacher on Friday, October 22, 2010 and with the students on Wednesday, December 1, 2010. The observations and interviews were carried out in the end of the first semester of the academic year of 2010/2011.

a. Identifying the field problems

The researcher as one of the research team members conducted the research and worked collaboratively with the collaborator. To identify the field problems of the reading teaching and learning process in class of VIIG, the researcher had some interviews with the English teacher and the students. The researcher also conducted observations during the reading teaching and learning process.

After conducting observations in the VIIG class, the researcher interviewed some students and had a discussion with the English teacher. Based on the observations, interviews, and discussion, the researcher and the English teacher identified some problems that occurred in the reading teaching and learning process. The field problems occurred during the reading teaching and learning process could be seen in Table 11.

b. Research Problems

After finding the field problems, the researcher and the English teacher had a discussion of some problems that occurred in the process of teaching and learning reading. The problems were related to the students' reading comprehension and the reading teaching and learning process. The field problems were presented in Table 11.

Table 11: The field problems found during the reading teaching and learning process

No	Problems
1.	The students considered English as a difficult lesson
2.	The students lacked vocabulary mastery
3.	The students were shy and afraid to read the text
4.	It was difficult for the students to pronounce English words correctly
5.	The students were passive during the lesson
6.	It was difficult for the students to comprehend English text
7.	The students had low motivation in joining the class
8.	The English teaching learning activity was monotonous
9.	The material was not interesting and not varied

Then, the researcher had a further discussion with the English teacher. They discussed the feasible problems to be solved related to the reading teaching and learning process in class VIIG. In this discussion, of course, they considered the time, funds and the energy needed in solving the problem. Finally, they decided to choose the most feasible problems to be solved. They agreed to solve four field problems concerning the reading teaching and learning process. The problems were the students' lack of vocabulary mastery and the students difficult to comprehend English text. Meanwhile, the problems related to the students'

involvement were that the students were passive during the lesson and the students had low motivation in attending the English class.

c. **Determining of Actions to Solve the Problems**

After having agreement on the feasible field problems, the researcher and the English teacher tried to look for actions that could overcome the problems. They discussed the actions that could improve the students' reading comprehension in the teaching and learning process. The actions were presented as follows.

- 1) Conducting question and answer activities to the students to improve students' involvement in the reading learning process.
- 2) Implementing vocabulary building and deducing meaning of unfamiliar words from the context to improve students' vocabulary mastery and students' reading comprehension.

B. The Implementation of the Actions and Discussion

1. The implementation of Cycle I

a. Planning

After the researcher and the English teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first Cycle. In reference to the problems that had been determined, the researcher and the English teacher hoped that the first Cycle could change the reading teaching and learning process into the following conditions.

- 1) The students could improve their vocabulary mastery.
- 2) The students could improve their reading comprehension.

- 3) The students became active.
- 4) The students had high motivation in joining the class.

To achieve the expected situation, the researcher and the English teacher planned to implement some actions in Cycle 1. They were conducting questions and answers activities with the students, implementing vocabulary building, and deducing meaning of unfamiliar words from the context in the reading teaching and learning process.

b. Action and Observation in Cycle 1

Based on the planning that had been agreed, the researcher and the English teacher divided the Cycle 1 into two meetings. They were on January 12 and 13 2011. The actions were done on Wednesday at 11.20 am. – 13.00 pm. and Thursday at 10.20 – 11.20 am. During the English teaching learning process in the classroom, the English teacher observed the implementation of the actions. It was the researcher who did the actions. The theme of the learning materials in the first cycle was “Foods and Drinks”.

1) Meeting 1

In the first meeting, the researcher acted as the teacher and the English teacher acted as the observer. The teacher started the class by greeting the students and checking students' attendance list. Then, the teacher started to conduct questions and answers activities to the students. The teacher tried to brainstorm the students' background knowledge by providing some questions related to the material that they would learn. The teacher encouraged the students to use background knowledge they have already known, such as knowledge of their

daily activities related to the knowledge of their English subject at school. The detailed information of the action is presented as the following.

a) Conducting questions and answers activities to the students

This activity was used to improve the students' involvement and to stimulate the students' motivation in the teaching and learning process. The questions and answers activities were used in the warming up. The teacher asked the students what background knowledge they already had related to the daily activity; How to Make a Cup of Tea. The teacher asked the students some questions such as *what do you need to make a cup of tea? What are the steps to make a cup of tea?* The students responded to those questions by giving short answers. They tried to answer the teacher's questions; even they spent several minutes to answer those questions. To answer those questions some students had to ask their friends or they answered in Bahasa Indonesia.

Generally, the questions and answers activities did not run in full English. The researcher as the teacher used English to ask the questions, but students often used Bahasa Indonesia or mixed the languages. They found it difficult to answer the questions in English. From the activity above, it could be concluded that the students had limited vocabulary. It could be proven from Field notes 14 #7, January 12, 2011 and from the following extract of Interview transcript 16. The full field notes and interview transcript could be seen on Appendix A and Appendix B.

R : Waktu kegiatan questions and answers, kenapa tidak ikut menjawab pertanyaan dek? (Why didn't you join the questions and answers activities?)

S₆ : Iya Miss. Sebenarnya aku pengen menjawab pertanyaan tapi bingung. Kosa kata bahasa Inggris ku nggak banyak jadi aku jawab pakai Bahasa Indonesia. (Actually, I wanted to answer the question, but I was still confused. My vocabulary mastery was low.)

(Appendix B, Interview transcript 16, January 13, 2011)

After the questions and answers activities were conducted, the teacher distributed the students' worksheet. The teacher used the students' worksheet in delivering the materials to the students. The students' worksheet contained a text related to the students' environment. The use of students' worksheet was to support the teaching and learning activities in the first meeting. It was effective to motivate the students to read the text and to learn English.

When the teacher distributed the students' worksheet, they were happy and enthusiastic. This condition was different from the previous condition. Before the teacher used the students' worksheet, the students were bored since they always used textbook in their teaching and learning process. This finding could be inferred from Field notes 14 #8, January 12, 2011 and from the following extract of Interview transcript 16.

R : Senang nggak dek belajar pakai worksheet?(Are you happy learning English using worksheet?)

S₈ : Iya Miss. Aku senang. Aku bosan pakai buku. Soalnya bu guru sering pakai buku paket. Jadi males, itu itu terus yang dipakai.(Yes Miss, I was happy. I'm bored learning English using handbook. My teacher always used handbook all the time. So, I'm bored, when she only used handbook)

R : Terus, tambah semangat belajar bahasa Inggris nggak waktu Miss bagikan worksheet?(Are you motivated learning English through worksheet?)

S₈ : Iya Miss. Soalnya caranya beda. Jadi berasa ganti suasana. Dulu monoton kegiatannya, Cuma pakai buku paket itu. Jadi males.(Yes Miss. Because the way you teach was different from my teacher. It was like a fresh air. It used to be monotonous activity, because the teacher only used handbook all the time)

(Appendix B, Interview transcript 16, January 13, 2011)

After the students got the student worksheets, the teacher asked them to read the text. The teacher asked the meanings of some unfamiliar words on the text, one of those words was *pour*. Here, the teacher first found that the students found it difficult to pronounce the unfamiliar words. Arum said “Miss, I don’t know how to pronounce the word *pour*”. Rio also said “Miss I couldn’t pronounce the words *pour*”. In line with Arum and Rio, Farra also said “Miss I don’t know how to pronounce the unfamiliar word *-pour*”. Then, they asked the teacher to give model of correct pronunciation of the unfamiliar words.

The students repeated the teacher’s pronunciation in chorus. It was easier for them to say the English words correctly when there was a model from their teacher. The teacher also gave the model of correct pronunciation of the other unfamiliar words found on the text.

To make the students more motivated to read the text, the teacher asked the students to be a volunteer. The students were asked to read the text on the students’ worksheet in front of the class. This activity is reading aloud. The aim of this activity was to improve the students’ involvement in the reading teaching and learning process. When the teacher conducted the reading aloud activity, most of the students were passive. They were shy and scared. They were not confident with their pronunciation. They did not want to join the activity. It could be seen from the following extract of Field notes 14 #8 and 14 #9.

... Then, the teacher asked one of the students to read the text in front of the class voluntarily. Most of the students were shy and afraid. They did not want to join the activity because they could not read aloud English word in correct pronunciation. They were not confident with their pronunciation.

(Appendix A, Field Notes 14 #8, January 12, 2011)

*... The students were still shy to raise their hand to be a volunteer as a reader in front of the class. Even the teacher had already given them the model of correct pronunciation. Moreover, they **had limited vocabulary mastery and did not know the meaning of those unfamiliar words.***

(Appendix A, Field Notes 14 #9, January 12, 2011)

b) Implementing vocabulary building activities

The teacher continued the activity by implementing vocabulary building. Here the teacher focused on the reading text in the students' worksheet. In the students' worksheet the teacher provided vocabulary building chart to guide the students building their vocabulary. For students as learners, vocabulary is the key to comprehend a text.

On the previous activities, students could not answer the questions from the teacher because they had limited vocabulary. When the teacher asked them to reread the text, the students still found difficulties in comprehending the text. They said that they could not comprehend the text because they found unfamiliar words in the text. It made them could not understand the message carried out in the text. It could be seen from the following extract of Field note 14 #10.

*... **They couldn't understand the text because they found it difficult to find the meaning of the unfamiliar words in the text.** According to the students, there were some unfamiliar words in the text which made them difficult to understand the text. They still found it difficult to understand the text when the teacher asked the students to reread the text. They did not know the meaning of the unfamiliar words found in the text.*

(Field Note 14 #10, January 12, 2011)

Based on the finding, the researcher implemented vocabulary building activity to build the students' vocabulary mastery. The activity was not only hoped the students to be able to understand the word classes of a single word but also to guide them to comprehend the text. Before the teacher asked the students

to identify the word classes by using vocabulary building's chart, the teacher asked the students to do a silent reading.

There were some new and unfamiliar words in the reading text. While the students read, they asked the teacher about the new and unfamiliar words found in the text. They considered that those words made it difficult from them to understand the text. It can be seen from Interview transcript 14, January 12, 2011.

After reading the text, the students were asked to identify the word classes of unfamiliar words found in the text. The process of vocabulary building was very simple. The students had to build the unfamiliar words from their roots to the word classes such as verb, noun, and adjective based on the appropriate affixes. The chart of vocabulary building could be seen in Appendix E lesson plan of first Cycle.

On the activity, the students had to fill the vocabulary building chart using underlined word forms as stated in the text. The word forms were divided into three word classes. They were verbs, nouns, and adjectives. This activity was conducted in pairs, so that the students could cooperate well and share their ideas to their friends. When the teacher guided the students to do the activity, she found an obstacle which inhibits the process of the implementation vocabulary building activity.

The obstacle was that the students were not familiar with the word classes such as verbs, nouns, and adjectives. This condition made them cannot classify the unfamiliar words based on their word classes. Therefore, the teacher needed to explain about word classes first. The teacher gave examples of word classes from

any words, especially those related to the materials. After they had already understood the concept of word classes (verbs, nouns, and adjectives) the teacher continued the vocabulary building activities.

In the vocabulary building activities, the students identified the underlined words on the text. After that, they classified those words based on the word classes. Here, they recognized the word classes based on their roots. For example, the students had to find the root of the word *different*. Here, the students recognized the word *different* based on the word classes. The word class of the word *different* was adjective. From the text, the students could find the root of word *different*, which was *differ* (on the first line). The word classes of the word *differ* was a verb.

The students could build the word *differ* as a verb to be a noun by adding suffix *-ence* to the word *differ*. The word form of *differ* plus suffix *-ence* became *difference*. The word class of *difference* was a noun. Then, this activity was followed by implementing vocabulary building activity with other unfamiliar words underlined in the text. The process of vocabulary building activities is illustrated in Figure 3. The teacher conducted the same steps to build the unfamiliar vocabulary on each chart

No	Verb	Noun	Adjective
1.	Talking	Talkative
2.	Making	Unmade
3.	Difference	Different
4.	Imagination	Imaginative
5.	Dependence	Dependent

No	Verb	Noun	Adjective
6.	Refresh	Freshness	.....
7.	.....	Continuation	Continuous
8.	.....	Distaste	Tasteful
9.	.....	Enjoyment	Enjoyable

Figure 3: **Vocabulary building chart**

In implementing the activity, the students were active. The students were curious about the answer of each question. They tried to figure out each word form from any word classes. Then, the students identified the root from each word. This action was effective to build the students' vocabulary mastery. Thus, they could comprehend the text after knowing the word classes of some unfamiliar words in the text. Moreover, they could cooperate well with the teacher. This finding could be proven from the extract of Field notes 14 #10.

*... The students were able to follow the teacher's instruction in doing the vocabulary building activity. **The students were curious and active in doing the activity. Finally, they could identify the words classes from the roots of the unfamiliar words. From this activity, some students could understand the text and cooperate with the teacher.***

(Appendix A, Field Note 14 #10, January 12, 2011)

In the next activity the teacher provided a task in which the students could practice more to use vocabulary building technique. The aim of this activity was that the students could choose the suitable and correct word classes in a certain context. The students were asked to choose the correct form of each word class by considering the context and the part of speech in each sentence. Here, the students had to do the task individually. The teacher gave the example of answering the question first. Then, the students could read the teacher's instruction in the

worksheet to answer those questions. The task could be seen in Appendix E, the lesson plan of the first meeting.

c) Implementing deducing meaning of unfamiliar words from the context

In this activity, the teacher implemented deducing meaning of unfamiliar words from the context activity. In the implementation of the action, students were not only encouraged to deduce the meaning of unfamiliar words related to the materials, but they were also encouraged to deduce the meaning of unfamiliar words on various contexts. The teacher provided a task to implement this activity. The task presented unfamiliar words in meaningful contexts so that the students could learn to use such contexts to figure out the answers. This action involved a cognitive aspect. The more cognitive capacity required in the process of figuring out the meaning, the more likely students are to fix the word and the meaning in their long-term memory.

For this reason, students should be asked not to use their dictionaries or ask friends or the teacher for the meanings. The teacher encouraged them to establish the meaning first by thinking about the context and guessing the meaning. Meanwhile, the dictionary was needed only to check the students' guesses of the meaning of the unfamiliar words. The detail information on the implementation of deducing meaning of unfamiliar words from the context was discussed as follows.

First, the teacher asked the students to look at the picture on the reading text. The picture on the students' worksheet 1 as one of the context clues showed the general discussion on the materials. In the picture, there were a kettle, a cup,

and some water. From this picture, the students were given some clues to brainstorm their knowledge about activities related to the materials found in their environment. It was related to their daily activities. The theme was *How to Make a Cup of Tea*. Here, the students use picture presented by the teacher to build their background knowledge of “how to make a cup of tea”.

Then, the teacher asked them to reread the text on the students’ worksheet. Some students still found difficulty to understand the text since they only knew the meaning of unfamiliar words which were underlined on the text using vocabulary building activity. It made them difficult to comprehend the text. It could be seen from the following extract of Field notes 14 #8.

*... Then, the teacher asked the students to reread the text. **The students still found difficulties to understand the text. Most of them did not understand the meaning of the unfamiliar words.** They asked same questions. Arum and Via asked. “Miss, I don’t know the meaning of pour?” The question was also asked by the other students.*


(Appendix A, Field Notes 14 #8, January 12, 2011)

Based on the condition above, the teacher conducted deducing meaning of unfamiliar words from the context to solve the problem. The teacher asked the students to identify words, phrases, or sentences in the text that located before and after the unfamiliar words. The teacher encouraged the students to do deducing meaning of unfamiliar words from the context activity to find the meaning of those unfamiliar words. Here, the students tried to figure out the unfamiliar words by implementing deducing meaning of unfamiliar words from the context.

The process on implementing deducing meaning of unfamiliar words from the context activity covered several steps. First, the researcher gave other sentences contained the word which the students did not know. Second, the

teacher guided the students to find and guess the meaning of the unfamiliar word by using context clues such as by looking at the pictures, words, phrases on sentences. When the unfamiliar words were founded on the text the students could use context clues such as pictures, words, phrases, or sentences in the text which were before and after the unfamiliar word. Here is the text of *How to Make a Cup of Tea*.

HOW TO MAKE A CUP OF TEA



Today I want to talk about how to make a cup of tea. My steps differ from the other steps. Imagine you are in the kitchen. Let me tell
 3 you how to make a cup of delicious tea, you **prepare** a kettle, a teapot, two or three teacups - it depends on the number of people who want to have a cup of tea, some teabags, and some water. First, **pour** some water into the kettle. Boil the water. When the water is boiling. Pour some into the teapot. Then, put two or three teabags in the teapot. Wait five minutes. Next, pour tea from the teapot into the teacups. Then, to make the tea more fresh, continue by putting in some sugar into the teacups, **stir** and taste it. Finally enjoy your tea!

Figure 4: **Reading text on students' worksheet in the first meeting**

Some words, where in the text, the students did not know the meanings on the text were *pour*, *stir*, and *prepare*. 1) First, the researcher gave other sentences containing the word *pour*. Next, the teacher guided the students to find and guess the meaning of the word *pour* by identifying the phrase on the sentence as one of the context clues. The phrase followed the unfamiliar word *pour* in line 5, which in bold, is: "...some water, into the kettle". Based on this context clues, the

students could deduce the meaning of the word *pour*. Then, they could understand the meaning of the word *pour* in the text.

2) Another example was the word *stir*. First, the researcher gave other sentences containing the word *stir*. Then, the teacher guided the students to find and guess the meaning of the word *stir* by identifying the words and phrases as context clues. The words and phrases which were followed by the unfamiliar word *stir* in line 8, is: “.....putting in some sugar into the teacups”. Based on this context clues, the students could deduce the meaning of the word *stir*.

3) In dealing with the next unfamiliar word, *prepare*; first, the researcher gave other sentences containing the word *prepare*. Second, the teacher guided the students to find and guess the meaning of word *prepare* by identifying the phrase and words as context clues. The phrase which was followed the unfamiliar word *prepare* in line 3, which in bold, is: “...to make”. The words which were followed the unfamiliar the words *prepare* are; “a kettle, a teapot”. Based on these context clues, the students could deduce the meaning of word *prepare*. Finally, they could understand the meaning of the word *prepare* in the text.

The researcher also mentioned other examples of unfamiliar words to the students. The teacher did the same steps when the students asked her about the other unfamiliar words. To make the students understand more, the teacher also did some body-languages to show the meaning of the unfamiliar word in the text. They considered it as an interesting activity. The students needed the dictionary only to check their guesses of the meaning of the unfamiliar words. By using context clues such as looking at the pictures, words, phrases, or sentences in the

text located before and after the unfamiliar word were effective to deduce the meaning of unfamiliar words. It could be seen from the following extract of Field notes 14 #10.

*... By using context clues, such as looking at the picture of a cup of tea, a kettle, and some water and also identifying the words, phrases and sentences before and after the unfamiliar words, **the students were able to deduce the meaning of unfamiliar words found in the text.** They also **interested on the reading teaching and learning process since the teacher made some body-languages** in order to make the students understand more about the meanings of the unfamiliar words.*

(Appendix A, Field Note 14 #10, January 12, 2011)

In the next activity, the teacher provided a task to encourage the students to use deducing meaning of unfamiliar words from the context as reading technique. The task was done by choosing the correct answer in the multiple choice form. Some of the questions were based on the text of *How to Make a Cup of Tea*. The others were based on the students' daily activities. This task was individual activity.

In doing the task, the students were curious about the answers of each question. They applied the reading technique of deducing meaning of unfamiliar words from the context that has been learnt in the previous activity. They thought hard to figure out the answers. It could be proven from the interview transcript on Appendix B, Interview 14, January 12, 2011.

The last task on the first meeting in Cycle 1 focused on the students' comprehension. The students had to answer five questions related to the text. The students did the task confidently because the teacher had explained the materials before they did the task. The teacher also made sure that the students understood the materials well.

All activities, mainly on implementing the vocabulary building and deducing meaning were effective to improve the students' reading comprehension. They could improve their vocabulary mastery through vocabulary building activity and they could deduce the unfamiliar words by deducing meaning of unfamiliar words from the context activity without opening the dictionary. Both activities could help the students comprehend the text.

2) Meeting 2

In the second meeting of this cycle, the researcher as the teacher started the class by greeting the students and checking the students' attendance list. Then, the teacher conducted questions and answers activities to the students again to check their understanding on the previous lesson. The objective of this activity was to recall the materials that the students got from the previous lesson. The teacher also explained the structure of a procedure text. When the teacher explained the materials, some students were noisy and chatted to their friends. The researcher asked them to keep silent. The situation could be proven from the following extract of Field notes 15 #8.

... When the teacher explained the materials to the students, some students were noisy. Some boys who seat in the back moved from their seats. When the teacher asked them to be nice, they said they want to change their seat position. Next, the teacher distributed the students' worksheet and asked them to answer the questions in it.

(Appendix A, Field Notes 15 #8, January 13, 2011)

After the students understood the teacher's explanation about the structure of procedure text, the teacher distributed students' Worksheet 2. In this worksheet, there were some tasks in which the students had to answer some questions. The task covered the implementation of vocabulary building and deducing meaning of

unfamiliar words from the context. The students answered those questions by using the techniques. From this activity, the teacher knew the ability of the students' reading comprehension.

The teacher explained how to answer the questions in the worksheet to the students. The teacher asked them to do some tasks. In doing the task, most of the students were curious and serious on answering the questions. However, some students were still confused about how to use vocabulary building and deducing meaning of unfamiliar words from the context in answering the questions. As stated before, some boys who were sitting in the back made some noise and chatted to their friends.

After finishing the tasks, the teacher and the students discussed them together. In the discussion, the teacher asked the students to answer the questions orally. The aim of the activity was to encourage the students to be active in the class and motivate the students to read the English text. This activity was different from the English teacher' technique, before the implementation the students used to write their answers on the whiteboard or submit their work to their English teacher.

In the implementation of the action, the students were enthusiastic. They became active in the class and were motivated to read an English text. Even though, the students still had bad pronunciation to answer the questions orally. It could be seen from Field notes 15 #10, January 13, 2011 and in the following extract of Interview transcript 16.

R : Gimana tanggapan adek-adek tadi menjawab pertanyaan secara lisan?(What is your opinions about answering the questions orally?)

Ss : Iya Miss aku lebih suka jawab langsung. Jadi tahu cara bacanya. Susah sih Miss. Jadi aku mau banyak berlatih membaca, biar bisa. (Yes, Miss I like answering the questions directly. From the activity I understand how to pronounce the words. It was difficult, so I want to practice more in reading English text)

Ss :Iya Miss, aku juga suka kok. Pertama takut salah, tapi lama-lama cuek aja, yang penting coba. Tapi paling active anak cewek yang jawab ya Miss.(Yes Miss. I also like it. At the beginning, I was afraid if I was wrong. But I ignored it at least I have tried. The students answering the questions were mostly the girls, Miss)

(Appendix B, Interview transcript 16, January 13, 2011)

All actions that had been implemented in the first Cycle showed that vocabulary building and deducing meaning of unfamiliar words from the context were effective to improve the students' reading comprehension. It can be seen from the interviews which were conducted by the researcher after the process of Cycle I.

c. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows.

- 1) The use of questions and answers activities to the students at the beginning and end of the teaching and learning process was quite successful in improving the students' involvement. The number of the students who were active in answering the teacher's questions increased. The students also conducted discussion with their friends. Even though, they used mixed languages, the reading teaching and learning process came alive. The students were confident to raise their hands in order to answer the teacher's questions.

However, only female students who were active. Most of male students were still passive to answer the questions voluntarily.

There was accompanying action in the implementation of questions and answers activities. It was practicing reading aloud in front of the class. The implementation of reading aloud in the questions and answers activities in front of the class was not successful. The aim of the action was to improve the students' involvement in the reading teaching and learning process. The action made the students not confident. The students could not pronounce the English words correctly. It made them afraid to perform reading aloud in front of the class. Moreover, the action was not appropriate to improve the students' reading comprehension.

- 2) The implementation of vocabulary building was quite successful in improving the students' reading comprehension. The students could understand the text by identifying the word classes of the unfamiliar words using vocabulary building chart. The students were introduced three word classes, such as a verb, a noun, and an adjective. The implementation of vocabulary building was also successful in improving the students' vocabulary mastery.
- 3) The implementation of deducing meaning of unfamiliar words from the context was quite successful in improving the students' reading comprehension. The students could deduce the meaning of unfamiliar words by identifying context clues in the text. The context clues were in the form of words, phrases, and sentences located before and after the unfamiliar words. By using deducing meaning of unfamiliar words from the context, the

students were able to understand the meanings of the unfamiliar words found in the text. It made them able to comprehend the reading text.

In summary, the implementation of the actions in Cycle I could be seen in Table 12.

Table 12: Summary of the actions implementation in Cycle I

Components	Descriptions
Questions and answers activities to the students	Questions and answers activities to the students were implemented in every meeting. The aim was to improve the students' involvement during the implementation of deducing meaning of unfamiliar words from the context and vocabulary building. The actions were implemented in the first and second meetings of Cycle I. In the first meeting, this action was to brainstorm the students' background knowledge and to elicit them about the topic of the lesson. In the second meeting, the action was aimed at recalling the materials in the previous lesson. Here, the researcher who acted as the teacher used mixed languages, Bahasa Indonesia and English, to facilitate the students who got difficulty in understanding the questions and answers activities. However, most of the male students were still passive to answer the questions voluntarily.
Reading aloud in questions and answers activities	The accompanying action, reading aloud in questions and answers activities implemented in the first meeting of Cycle I. The aim of the action was to motivate the students to be able to read an English text. It was also to improve the students' involvement in the reading teaching and learning process. The students were reluctant in joining the action. They were shy and not confident to perform reading aloud in front of the class.
Vocabulary building	Vocabulary building was implemented in the first meeting. The aim of the action was to improve the students' vocabulary mastery and reading comprehension. The students were asked to answer vocabulary building tasks. The tasks were conducted in pairs. When the students were doing the tasks, most of the students actively participated in their pairs. However, when the teacher implemented the action, there were some students who did not pay attention to the teacher' explanation.

Components	Descriptions
Deducing meaning of unfamiliar words from the context	Deducing meaning of unfamiliar words from the context was implemented in the first meeting. This action was to improve the students' reading comprehension. By using deducing meaning of unfamiliar words from the context as reading technique, the students understood the meanings of the unfamiliar words found in the text. Therefore, the students could comprehend the reading text.

d. Reflection of Cycle 1

After conducting the actions in the first Cycle, the researcher together with the collaborator did some reflections related to the implementation of the actions. The reflection was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions gained through interview at the end of Cycle I. Those opinions were recorded by the researcher. To fulfill the democratic and dialogic validity, everybody had an equal opportunity to express their ideas, opinions, and feelings about the actions.

From the reflections, the researcher found that there were some results involving the successful and unsuccessful actions. There were three main actions in Cycle 1, conducting questions and answers activities to the students, implementing vocabulary building and implementing deducing meaning of unfamiliar words from the context. In addition, there was an accompanying action conducted by the researcher in Cycle 1, such as practicing reading aloud in questions and answers activities in front of the class. The action was only as an accompanying action of questions and answers activities. It was not stated in the planning of Cycle 1. The results of the reflections of the actions in the first Cycle were as follows.

1) Implementing questions and answers activities to the students

The first action was implementing questions and answers activities to the students. The action was implemented on January 12 and 13, 2011. In the first meeting, the students were reluctant in doing the questions and answers activities. It was because they never did it before. Usually, the English teacher explained the materials to the students at the beginning of the class. After that, she gave some tasks to the students. The tasks were from the students' handbook. Then, the students used to give their answer by writing it on their books or the whiteboard. In the second meeting, the students began to be familiar with the activity. They could give their answer to the teacher's questions although they still asked their friends.

Implementing questions and answers activities to the students were effective to raise the students' involvement. The students were active in the reading teaching and learning process. The number of students who raised their hand in order to get involved in answering the teacher's questions increased. The students also had discussion with their friends to answer the questions in English. It could be proven from the extract of Field notes 14 #7.

*... The teacher gave some questions, **the students encouraged their self to be active in the reading teaching and learning process. They had discussion with their friends.** The students had discussion with their friends in order to answer the teacher's questions in English. **They were shy to raise their hand to answer the teacher's questions.***

(Appendix A, Field Notes 14 #7, January 12, 2011)

Practicing reading aloud in questions and answers activities in front of the class was also implemented by the researcher in the first meeting. The students learnt to carry out the short and simple reading text by practicing

reading aloud in front of the class. This action was not only ineffective to improve the students' involvement but also ineffective to improve the students' motivation. There were some obstacles that arose in this activity. According to the teacher's observations, the students were passive in the implementation of the action. They also did not have good ability in pronouncing some words to practice reading aloud in front of the class. The students became reluctant in the reading teaching and learning process.

In addition, not all students could get an opportunity to do the activity in front of the class. The students became afraid to read the English text. Moreover, reading aloud was not appropriate to improve the students' reading comprehension. Therefore, based on those findings, in the next cycle the researcher would not implement the action of practicing reading aloud in front of the class.

1) Implementing vocabulary building

The second action in this Cycle was implementing vocabulary building activities. This action was effective to improve the students' vocabulary mastery. The students identified the unfamiliar words found in the text based on the word classes. By knowing the unfamiliar words found in the text, the students could comprehend the text. It could be seen from the following extract of Interview transcript 16.

R : *Lebih bisa memahami text enggak adek-adek, pake technique vocabulary building?(Do you understand the text by using vocabulary building technique?)*

Ss : *Iya Miss. Aku paham. Aku jadi nambah banyak kosa kata. Jadi ngerti juga kata yang dimaksud itu apa.(Yes, I do Miss. I understood. It was also*

increased my vocabulary mastery. I could understand the meanings of those unfamiliar words)

(Appendix B, Interview transcript 16, January 13 2011)

In the vocabulary building activity, the students tried to fill the correct underlined words found in the text to the vocabulary building chart. In the next task, the students were trying to find the correct word classes in the sentences based on the given context. Even though, the implementation of vocabulary building considered as success action, it still needed some regular practices to improve the students' reading comprehension using the action. Moreover, in the implementation of the action, some students still had low involvement in the reading teaching and learning process. They made some noises and chatted with their friends during the implementation of the vocabulary building activities.

2) Implementing deducing meaning of unfamiliar words from the context

The last action in this cycle was implementing deducing meaning of unfamiliar words from the context. This action was effective to improve the students reading comprehension. The students were motivated to find the meaning of words by identifying context clues found in the sentence. The students followed some steps in the implementation of deducing meaning of unfamiliar words from the context. They were curious to find the meaning of unfamiliar words. It could be seen from the following extract of Interview transcript 16.

R : *Bagaimana tanggapan adek-adek mengenai teknik deducing meaning of unfamiliar words from the context?(What are your opinions in the implementation of deducing meaning of unfamiliar words from the context technique?)*

- Ss : *Tadi nya sulit Miss, pake mengindetifikasi context clues segala. Tapi, lama-lama jadi asik. Kita jadi mudah memahami bacaan. (It is difficult for the first time. We have to identify the context clues. But, the activity was interesting. We could understand the text easily)*
- R : *Lebih bisa memahami text enggak adek-adek, pake technique ini? (Did you understand the text by using this technique?)*
- Ss : *Iya Miss. Kita jadi bisa paham text nya tentang apa. dan nggak perlu susah-susah buka kamus. Waktu ujian nanti juga kita mau pakai teknik ini aja. Biar bisa tahu arti dari kata-kata sulit dalam bacaan. (Yes, we did Miss. We understood what the text tells about. We also did not need to open dictionaries. When we had an exam, we want to implement the deducing meaning of unfamiliar words from the context technique to understand the meanings of the unfamiliar words in the text)*

(Appendix B, Interview transcript 16, January 13 2011)

There was a problem occurred in the implementation of deducing meaning of unfamiliar words from the context. It was related to the students' attention especially in the explanation of the materials. When the teacher explained the materials in front of the class, some students did not pay attention to the teacher. They chatted to their friends and some of the students who seat in the back moved from their seats. It was quite difficult to control their behavior in the class. They seem bored with the new class' atmosphere. This condition could be proven from the students' diary which showed their feelings after the implementation of Cycle 1. All of the students' diaries were presented in Appendix G. It also could be seen from the following extract of Field notes 14 #10.

... In conducting the deducing meaning of unfamiliar words from the context, some students did not focus and chatted to the other friends. Most of them are boys, who sat in the back rows. Moreover, the girls also chatted with their friends. They seemed bored with the activity in the class.

(Appendix A, Field Notes 14 #10, January 12 2011)

Therefore, some efforts needed to be done in order to make the students enjoyed and motivated in learning English.

e. Results of reflection of the action implementation in Cycle I

Reading comprehension in Cycle I were implemented through vocabulary building and deducing meaning of unfamiliar words from the context which required the students to work in groups and in pairs. Besides implementing those activities to improve the students' reading comprehension, the researcher used some accompanying actions to improve the students' involvement during the reading teaching and learning process, such as implementing questions and answers activities to the students and implementing reading aloud in questions and answers activities in front of the class. In summary, the reflection of the implementation of those actions could be seen in Table 13.

Table 13: **Result of the reflection of Cycle I**

Components	Result in the Reflection	Conclusion of the Action	Recommendation for Cycle II
Questions and answers activities to the students	There was a little improvement in the students' involvement. Some of the students were encouraged to be active in the class.	The questions and answers activities to the students would be sustained to be used in Cycle II with some accompanying activities and actions.	There should be some accompanying actions since only female students who were active in the questions and answers activities. The accompanying action was hoped motivate all students, female and male, in the reading teaching and learning process. Moreover, the questions and answers activities should be maximized.

Reading aloud in questions and answers activities	The implementation of reading aloud was not successful to improve the students' reading comprehension and involvement. Most of them were reluctant in this activity. Moreover, the reading aloud activity was not applicable action to improve the students' reading comprehension.	The reading aloud activity would not be sustained to be used in Cycle II.	To improve the students' involvement, in reading teaching and learning, there should be interesting activities. The activities were related to the actions to improve the students' reading comprehension.
Vocabulary building	There was a little improvement in the students' vocabulary mastery. Moreover, there were some students who could not identify the word classes of a word.	The implementation of vocabulary building would be sustained to be used in Cycle II with some accompanying activities and actions.	The researcher had to add more activities to the implementation of vocabulary building, such as games related with the topic of the lesson. The use of vocabulary building should be maximized.
Deducing meaning of unfamiliar words from the context	There was a little improvement in the students' reading comprehension. Some students still difficult to comprehend the reading text. In addition, the students were still difficult in implementing deducing meaning of unfamiliar words from the context as reading technique.	The implementation of deducing meaning of unfamiliar words from the context would be sustained to be used in Cycle II.	The researcher should provide more reading text and tasks to practice the students in the use of deducing meaning of unfamiliar words from the context as reading technique. Moreover, the discussion is needed to check whether the students have already understood the use of deducing meaning of unfamiliar words from the context or not.

2. The Implementation of Cycle 2

a. Planning

Based on the reflections of the actions implemented in Cycle 1, the researcher found that there were some components in Cycle 1 that needed to be improved. Considering the improvement of reading comprehension and students' involvement, the researcher still implemented the actions in Cycle 1. Hence, the researcher made some improvements by adding some new actions to solve the problems occurred.

In general, the reading technique such as vocabulary building and deducing meaning of unfamiliar words from the context could improve the students' vocabulary mastery and improve their reading comprehension. However, there were some students who were bored and less motivated in doing the activities. Therefore, some new actions and some vocabulary games were prepared to overcome the problems. Thus, the researcher and the English teacher planned actions in Cycle 2. The plans were summarized as follows.

- 1) Giving credit points to the active students in the questions and answers activities.
- 2) Implementing vocabulary building.
- 3) Implementing deducing meaning of unfamiliar words from the context.
- 4) Implementing vocabulary games to enrich the students' vocabulary mastery and to make the class atmosphere more enjoyable.
- 5) Giving rewards to the active students in the questions and answers activities.

b. Actions and Observation in Cycle 2

Cycle 2 was done in two meetings. The third meeting was held on January 19, 2011, the fourth meeting was on January 20, 2010. They were on Wednesday at 11.20 am – 13.00 pm and Thursday at 10.20 – 11.20 am. The implementation of each action could be seen from the process of the reading teaching and learning process in each meeting. As in the previous cycle, during the reading teaching and learning process in the classroom, the English teacher observed the implementation of the actions. It was the researcher who did the actions. The theme of the learning materials in the second Cycle was “technology”.

1) Meeting 3

The third meeting was held on January 19, 2011. Here, the researcher acted as the teacher and the English teacher acted as the observer. The teacher began the class by greeting the students and checking the students’ attendance list. After that, the teacher started the lesson by conducting questions and answers activities to the students. The teacher asked the students about the technology around them. She tried to elicit the students by giving questions related to the materials.

The teacher showed a picture of camera. The picture was taken from the first page on reading text of students’ worksheet 3. The picture helped the students to brainstorm the materials. The teacher also took a camera from her pocket and showed it to the students. After a view seconds, the students found the theme of the materials by looking at the picture in the reading text.

Then, the teacher continued the activity by giving questions to the students about how to use a digital camera. While the teacher did the questions and answers activities to elicit the students' background knowledge, she also gave credit points. This action was aimed to improve the students' involvement. Here the students were active in answering the questions from the teacher.

The detail information of the implementation of giving credit point was presented as follows.

a) Giving credit points to the active students in questions and answers activities.

This action was conducted in order to make the students became more active and motivated in the reading teaching and learning process. The teacher reminded the students in every activity that there were credit points for the students who were active in the class. During the questions and answers activities to the students in the Cycle 2, most of the students tried to answer the teacher's questions orally. They compete to answer it in English. The classroom atmosphere became alive.

When they answered the questions, the teacher gave credit points to the active students. The students motivated to be active in the reading teaching and learning process because they wanted to get the points. According to the students, this action did not make them feel scared and shy. They were active in the class. The students looked happy and interested in joining the questions and answers activities. It could be seen from the following extract of Field notes¹⁸ #3.

*... The teacher conducted brainstorming activities to the students "How to Use a Digital Camera." She also conducted questions and answered activities to the Ss about what was prepared and carried out when someone would use a digital camera. The questions and answers activities ran smoothly. **The***

students answered these questions passionately. The use of credit points made the students become active and motivated joining the activity. The students raised their hands and actively responded the teacher' questions.

(Appendix A, Field Notes 18 #3, January 19, 2011)

The students showed their comments to this activity in interview transcript of Appendix B, Interview 19. The teacher continued the activity by distributing worksheet for the students. The students were enthusiastic. Then, the teacher asked the students to read the text in the students' worksheet. Again, the students asked the teacher to give the model of pronunciation for them. The students also asked the teacher about the difficult words or unfamiliar words in the text.


b) Implementing vocabulary building.

The implementation of vocabulary building was the same as in the previous cycle. The title of the reading text in the students' Worksheet 3 which was distributed in third meeting was *How to Use a Digital Camera*. Before implementing the vocabulary building activity, the teacher elicited the students to recall the students' background knowledge about the previous lesson. The teacher checked the students' understanding about word classes, such as a verb, a noun, and an adjective. The students understood the concept of those word classes.

The teacher conducted the same steps in implementing vocabulary building activity. First, the teacher asked the students to read the text. Then, they had to identify the underlined words in the text based on their word classes. In the vocabulary building chart, there were three words classes, such as a verb, a noun, and an adjective. Finally, they had to choose the correct words classes found in the text to answers the vocabulary building chart.

The reading text in the students' Worksheet 3 was presented as follow.

HOW TO USE A DIGITAL CAMERA



4 Emma : Mona, do you know how to use this camera?

Mona : Yes, I do. Let me show you. First thing, always remember to take off the lens cap. Many people forget this simple thing and they end up missing the moment.

Emma : Okay. What should I do next?

Mona : Then, since it is a digital camera, make sure you turn on the camera. This is an *on* and *off* button over here. Press it and the green light will turn on.

Emma : Could you please repeat that again? What button should I press?

Mona : The *on* and *off* button. It is usually on the top right corner of the camera.

Emma : Okay.

Mona : After that, once the camera is ready, just point to whatever object you want to shoot. Make sure you have good focus.

Emma : How do I do that?

Mona : You have good focus when you look into your lens and the object is clear, not blurry. Don't shoot if the object is unclear.

Emma : I get you.

Mona : Just press the button and you are done taking pictures.

Emma : Thank you so much. You've been very helpful

Mona : You're welcome. I'm glad to help you.

Figure 5: **Reading text in the students' worksheet in the second meeting.**

This activity was effective and better than the activity in the first Cycle.

The vocabulary building activity was aimed at improving students' vocabulary mastery and reading comprehension. The title was chosen because it was close to the students' environment. The first vocabulary building task was done in pairs. The second one was done individually. In the second task, the students were asked to choose the correct form of each word class by considering the context in each sentence. Since the students had already known what they had to do, they did not ask many questions in doing this task. They tried to answer the task individually.

c) Implementing deducing meaning of unfamiliar words from the context.

The teacher continued the activity by implementing deducing meaning of unfamiliar words from the context activity. The implementation of deducing meaning of unfamiliar words from the context in Cycle 2 was the same as that in the Cycle 1. The teacher provided a task to implement this activity. The task presented unfamiliar words in meaningful contexts so that the students could learn to use such contexts to figure out the answers. The teacher asked the students to look at the picture in the reading text. The picture in the students' worksheet 3 as one of the context clues showed the general discussion of the materials. In the picture, there was a camera. From that picture, the students were given some clues to brainstorm their knowledge about activities related to the materials found in their environment. They were related to their daily activities. The theme was *How to Use a Digital Camera*. Here, the students used picture presented by the teacher to build their background knowledge of "How to Use a Digital Camera".

Most of the students did not find any difficulty in the implementation of deducing meaning of unfamiliar words from the context. They were able to answers the questions in the tasks correctly. The students were able to deduce the unfamiliar words found in the given situation by using context clues such as looking at the pictures, words, phrases, or sentences in the text located before and after the unfamiliar words. They needed the dictionary only to check their guesses of the meaning of the unfamiliar words.

d) Implementing vocabulary games.

This action was implemented in order to make the students not be bored in the reading teaching and learning process. It also aimed at making the students become relax. This activity was put among other activities.

The games were in the form of word-guessing and jumbled letters. The first game was the word-guessing activity. It was done on January 19, 2011 during vocabulary building activity. In the activity of word-guessing, the teacher gave a short description of an object. Then, the teacher asked the students to guess the names of things related to the materials. The teacher also asked the students to guess the names of some kitchen utensils to improve the students' vocabulary. The purpose of this activity was to recall some vocabularies in which the students had learnt before.

The second game is jumbled letters. The teacher wrote some letters on the whiteboard. The students had to arrange the jumbled letters into good words. Both games made the students relax. They were not bored in the English teaching and learning process. The jumbled letters activity was also done on January 19, 2011 during deducing meaning of unfamiliar words from the context activity.

2) Meeting 4

a) Giving reward to the active students in the questions and answers activities.

Generally, the implementation of the fourth meeting in Cycle 2 was the same as that in the second meeting in Cycle 1. In the fourth meeting, the researcher as the English teacher conducted questions and answers activities again to check the students' understanding of the materials in the previous lesson.

The questions and answers activities were combined with the implementation of giving reward to the active students. The objective of this action was to increase the students' involvement during the reading teaching and learning process. The students' behavior toward the action reflected good improvement. The students were active in answering the teacher's questions. This action was effective to improve the students' motivation in the reading teaching and learning process. It could be seen from extract of Field notes 19 #4 below.

*... The teacher repeated the questions and answers activities the same as in the previous meeting by adding another activity such as giving rewards. The teacher elicited the students' background knowledge by conducting questions and answers activities. She gave reward to the students who could answer the questions correctly. **The students were enthusiastic.** They competed to answer the teachers' questions. In meeting four, the students could answer the questions better than in the meeting two.*

(Appendix A, Field Notes 19 #4, January 20, 2011)

After conducting questions and answers activities, the teacher asked the students to take their students' worksheet. Then, the teacher explained about the sentence connectors used in the procedure text. The students understood the materials. They could comprehend the concept to use those sentence connectors in a procedure text.

Then, the teacher distributed another student's worksheet. The teacher asked the students to answer the questions in the Worksheet 4. Before the teacher asked the students to do the tasks, the teacher told the students that there was a reward for the active students if they could answer the tasks correctly. The students should actively raise their hand in order to get opportunity to answer the questions. Not only when the students answered the question actively, but the

reward would also be given to the students when they showed good improvement in their reading comprehension. The students paid attention and were confident in answering the questions in the students' worksheet.

After finishing the tasks, the teacher and the students discussed them together. In the discussion, the teacher asked the students to answer the questions orally. The teacher reminded the students again that there were rewards for the active students. The students were enthusiastic in doing the activity. The discussion's atmosphere came alive. The students competed to answer the questions by raising their hand to get the reward. They were enthusiastic in getting involved in the reading teaching and learning process. It could be seen from the extract of Field notes 19 #7 below.

*... The next activity, the teacher asked the students to be accurate in answering the questions after the students finished doing their work. After that she asked the students to change their work to their friends. Then, the teacher conducted questions and answers activity again. Here the teacher gave rewards to the active students and to the students who could answers the questions correctly. **They were happy and enthusiastic in joining the activity.***

(Appendix A, Field Notes 19 #7, January 20, 2011)

c. Summary of Cycle 2

Based on the findings, the researcher and the collaborator agreed that vocabulary building and deducing meaning of unfamiliar words from the context in Cycle II were successful to improve the students' reading comprehension. The accompanying actions in Cycle II were successful in improving the students' involvement in the reading teaching and learning process. The descriptions of those actions were as follows.

- 1) The implementation of credit point in questions and answers activities was successful in improving the students' involvement in the reading teaching and learning process. Besides, it was effective to improve the students' opportunities to be more active in the reading teaching and learning. The students were active and confident during the implementation of questions and answers activities.
- 2) The implementation of vocabulary building and deducing meaning of unfamiliar words from the context were successful in improving the students' reading comprehension and vocabulary mastery. The students were able to deduce the meanings of the unfamiliar words found in the reading text. Therefore, they could comprehend the text better.
- 3) The implementation of vocabulary games such as word-guessing and jumble letters were successful in improving the students' vocabulary mastery and in overcoming the students' boredom in the reading teaching and learning process. Moreover, the students were more active and motivated in joining the reading teaching and learning process.
- 4) The implementation of giving rewards was successful in improving the students' involvement in the reading teaching and learning process. After the implementation of the action, the students became more motivated to join the discussion voluntarily. The students actively participated more in the reading teaching and learning process.

Regarding the findings of Cycle II that all actions were successful to improve the students' reading comprehension and the objectives of the research

were achieved, the researcher and the collaborator agreed to end this research in this cycle.

d. Reflection of Cycle 2

It was the same as that in the previous Cycle, the researcher and the English teacher did reflection after the implementation of all actions in Cycle 2. The reflections were described as follows.

- 1) Giving credit points to the active students in the questions and answers activities.

The implementation of this action was successful in improving the students' involvement during the reading teaching and learning process. The action could improve their motivation to be active in the activities voluntarily. By giving credit points, the number of the students who were active in the reading teaching and learning process had increased. The students were more involved in the activity. They competed to raise their hands to answer the teacher's questions. It could be seen from the extract of Field notes 18#3 below.

*... The questions and answers activities ran smoothly. **The students answered these questions passionately. The use of credit points made the students become active and motivated joining the activity.** The students raised their hands and actively responded the teacher's questions.*

(Appendix A, Field Notes 18 #3, January 19, 2011)

In the first Cycle the number of students who were actively participating in answering the teacher's questions was low. It was different with the number of students who were active in the second Cycle. The number of students who were actively participating in answering the teacher's questions was high. For instance, some less motivated students such as Aji, Choirul, Risky, Wawan, Wahyu and

Amri were actively get involved in answering the teacher's questions in the beginning of the lesson (see field notes 18 #3, January 19 2011). In line with those students, Rio was also motivated in joining the questions and answers activities because the teacher gave credit point to him. It could be proven from the following extract of Interview transcript 20.

R : Dek Rio termotivasi enggak dengan pemberian credit points dalam menjawab pertanyaan?(Are you motivated to answer the questions when I gave by giving credit points in answering the questions?)

S₁₈: Iya Miss. Aku termotivasi buat jawab pertanyaan dari Miss Mita. (Yes, I am. I'm motivated to answers you questions.)

(Appendix B, Interview transcript 20, January 20 2011)

2) Implementing vocabulary building and deducing meaning of unfamiliar words from the context

The implementation of vocabulary building and deducing meaning of unfamiliar words from the context were successful in improving the students' reading comprehension. In the first meeting of Cycle 2, vocabulary building and deducing meaning of unfamiliar words from the context activities were implemented. The students could comprehend the text by using those techniques. They could do the activities because it was also done in Cycle 1. The students did not find any difficulty in doing the tasks related to the vocabulary building and deducing meaning of unfamiliar words from the context. There was no obstacle found in the implementation of those activities. It could be seen from the extract of Interview transcript 20 and extract of Field notes 18 below.

R : Pake teknik deducing meaning dan vocabulary building, dek Farra bisa memahami bacaan enggak? (Do you understand the reading text by using deducing meaning of unfamiliar words from the context and vocabulary building?)

S₁₁: Iya Miss. Aku lebih paham. Lebih bisa memahami bacaan pake teknik Miss tadi. Soalnya, kata-kata sulit dalam bacaan jadi bisa tak tebak. (Yes Miss. I understand. I can understand more using techniques that you give to me. I can deduce the unfamiliar words found in the reading text.)

R : Susah enggak dek?(Is it difficult?)

S₁₁: Enggak Miss. (No. it isn't)

(Appendix B, Interview transcript 20, January 20, 2011)

R : Dek Arum bisa memahami bacaan enggak pake teknik deducing meaning dan vocabulary building? (Do you understand the reading text by using deducing meaning of unfamiliar words from the context and vocabulary building?)

S₇:Iya Miss. Aku paham.(Yes. I do. I understand the reading text.)

R : Susah enggak dek Arum?(Is it difficult?)

S₇: Enggak Miss. Temen-temen juga bilang enggak susah kok Miss. Kalo sudah dikerjakan mudah. (No. it isn't. my friends also said that it wasn't difficult. It was easy when I was doing the task by using those techniques.)

(Appendix B, Interview transcript 20, January 20, 2011)

... The teacher conducted deducing meaning of unfamiliar words from the context and vocabulary building activities. Generally the students did not find any difficulties in answering those tasks. The students were able to use deducing meaning of unfamiliar words from the context and vocabulary building individually. They more focused on the lesson and were independent to do their own work.

(Appendix A, Field Notes 18 #7, January 19, 2011)

3) Implementing vocabulary games

The implementation of this action was successful in improving the students' vocabulary mastery. It also gave fresh atmosphere in the reading teaching and learning process. Before the implementation, the students were bored. The vocabulary games, such as words-guessing and jumbled letters could reduce the students' boredom and could help them in improving their vocabulary mastery. It could be seen from the following extract of Interview transcript 20.

R : Waktu ada game menarik enggak dek? (Was it interesting when there were games?)

*S₄ : **Menarik miss.** Kemaren pas waktu ngajar, minggu sebelumnya kita agak bosen, sekarang ada game nya. Paling nggak kita ada hiburan juga. (**Yes it was.** In the previous meeting we were bored, but now there were games, the games were entertaining)*

(Appendix B, Interview transcript 20, January 20, 2011)

Therefore, implementing vocabulary games during the reading teaching and learning process was effective. The students were more motivated in the class.

It could be seen from the following extract of student's diaries in the Cycle 2.

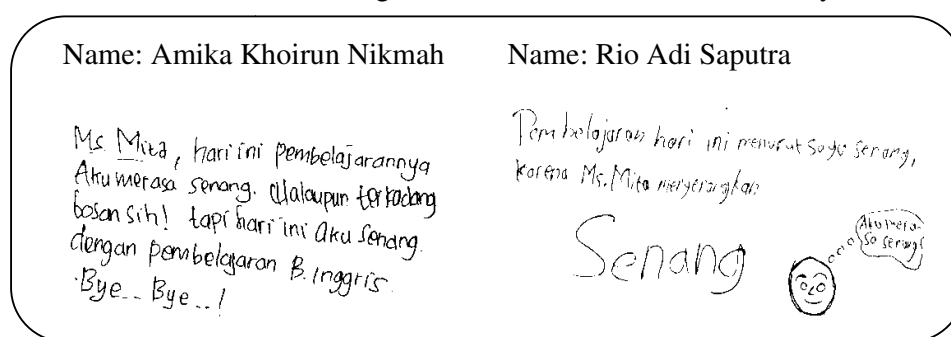


Figure 6: **Students' diaries**

4) Giving rewards to the active students in the questions and answers activities.

The implementation of giving reward was successful in improving the students' involvement. The students were active in doing the activities when rewards were given to them. For the students, reward could awake their motivation in learning reading. The activity became more enjoyable and competitive when rewards were given. It could be seen from the extract of Field notes 19 and extract of Interview transcript 20 below.

*... In the implementation of giving rewards, **the students were motivated joining the questions and answers activities. The students competed to answers the questions. They wanted to get the rewards from the teacher. The class atmosphere became alive.***

(Appendix A, Field Notes 19 #7, January 20, 2011)

*R : Dek Edi, **lebih termotivasi enggak kalo dikasih rewards?**(Are you motivated to answer the questions when I gave rewards?)*

S₁₀: Iya Miss. Aku lebih termotivasi. Makanya aku aktif jawab pertanyaan. (Yes. I am. I am motivated to answer the questions. Therefore, I became active in answering the questions.)

(Appendix B, Interview transcript 20, January 20, 2011)

R : Dek Tegar, lebih termotivasi enggak kalo dikasih rewards? (Are you motivated to answer the questions when I gave rewards?)

S₁₃: Jelas termotivasi Miss.. (Yes. I am)

(Appendix B, Interview transcript 20, January 20, 2011)

C. Students' Score

In this part, the researcher discusses the result of the students' score as performed in pretest, task 1, task 2 and posttest. The discussion dealt with the students' mean score. Those students' score were displayed in Table 14.

Table 14: **Students' Score**

No	Name	Students' score			
		Pre test	Task 1	Task 2	Post test
1.	Aisyah Inayatul Ma'rufah	6,5	7	9,5	7,6
2.	Aji Eko Prabowo	5	8,5	7	9
3.	Aji Setiawan	5	6	7	7,6
4.	Amika Khoirun Nikmah	8	8	9,5	8,6
5.	Anif Kurniawan	5,6	6	8	7,3
6.	Ari Nurviani	6	8	9,5	8,3
7.	Arum Nur Trisni Kurnia W.	6	8	10	9
8.	Astri Nindiyani	6	9	8,5	8,6
9.	Choirul Albab	6	6	7	7
10.	Edi Lestari	6	8	8,5	9,3
11.	Farra Andriani Putri	6	8	8,5	8,3
12.	Muhammad Ismail	6	6	8,5	7,6
13.	Muh Tegar Mustaqim	5,6	6,5	8	8,3
14.	Nadya Rifka Ayu M.	6	7	8	8
15.	Nifah Nurullisnaini	8,3	7,5	8,5	8,6
16.	Novita Dwi Haryani	7	8	10	9,6
17.	Nurul Hidayatun	8,3	8	8	9
18.	Rio Adi Saputra	7,3	7	9,5	9,3
19.	Risky Hidayat	6	9	7	9
20.	Surani Yawan	6	9	8	8,3
21.	Tyas Titi	8,3	8	10	9,6
22.	Wahyu Wibowo	4,3	6	8	8,3

23.	Wulan Rahmadani	8	6	8	9
24.	Zudi Cholet Amri	6,3	7	8,5	8
Mean		6,4	7,4	8,4	8,5
SD		1,11	1,04	0,97	0,72

In reference to the students' scores in this research, the pretest and posttest showed that there was the difference between the score of the pretest and posttest. The mean of the pretest improved from 6.4 to 8.5 in the posttest. The researcher also conducted test to show the students' performance on reading teaching and learning process in the end of each cycle. The mean of the first test improved from 7.4 in Cycle 1 to 8.4 on the second test in Cycle 2. The standard deviations (SD) were 1.1 in the pre-test and 0.7 in the post-test. It could be concluded that the deducing meaning of unfamiliar words from the context and vocabulary building could improve the students' reading comprehension in class VIIG in SMPN 2 Pleret.

D. Research Finding

The implementation of the actions in this research was over. Based on the actions and observations and the reflections, the researcher concluded that generally the actions resulted some improvement. The actions were able to improve some conditions related to the reading teaching and learning process in class VIIG. The effective implementation of the actions meant, the actions were conducted and got positive responses from the research members.

Furthermore, the implementation of the actions was able to overcome the field problems. Two main actions which focused on improvement of the students' reading comprehension were considered effective. They were implementing vocabulary building and deducing meaning of unfamiliar words from the context.

The other supporting activities to increase the students' involvement in the reading teaching and learning process were also considered effective. They were conducting questions and answers activities to the students, giving credit points to the active students, implementing vocabulary games, and giving reward.

The ineffective action meant that the action was implemented but it had negative response. The students were reluctant in joining the activity. Hence, the field problems had not been solved yet. The action that was regarded ineffective was practicing reading aloud in questions and answers activity in front of the class.

The research finding in improving reading comprehension is summarized in Table 15.

Table 15: The Result of the Action Research Study

No	Pre-Condition	Cycle 1	Cycle 2
1.	The students lacked of vocabulary mastery	There was a little improvement on the students' vocabulary mastery. Some students still found difficulty in identifying the word classes by using vocabulary building. Moreover, the students could not building their vocabulary mastery. Thus, they found it difficult in comprehending the reading text.	There was good improvement on the students' vocabulary mastery. Vocabulary building and other accompanying actions, such as vocabulary games could improve the students' vocabulary mastery. Therefore, the students could comprehend the reading text better.
2.	The students could not comprehend the reading	There was a little improvement on the students' reading comprehension. Some students were able to comprehend the reading	The students were not only able to comprehend the text, they were also able to use deducing meaning of unfamiliar words from the context and vocabulary

	text	text. However, they still confused in the implementation of deducing meaning of unfamiliar words from the context to comprehend the reading text.	building to identify the unfamiliar words found in the text. Thus, they could comprehend the text better.
3.	The students were passive and less motivated in the reading teaching and learning process.	There was a little improvement on the students' involvement in the reading teaching and learning process. The students were quite motivated to get involved in the actions. Moreover, there were some students who reluctant joining the reading teaching and learning process.	Most of the students were actively involved in each activity in the reading teaching and learning process. They were motivated in joining the process of teaching and learning reading. They also competed to be the best in the class.

In reference to the research findings, it could be said that this research had democratic validity for the reason that this action research was collaborative and it also allowed for the inclusion of the different voices. In making the conclusion of the findings in this research, different resources namely the English teacher, the students, and the researcher gave their opinions toward the actions that were implemented in the research.

This research confirmed the principle of the action research. Therefore, the implementation of the actions was done in a cyclic system. To obtain the validated data of the main actions, deducing meaning of unfamiliar words from the context and vocabulary building, were implemented in each cycle. This action research had two cycles. It was the researcher who performed the actions in the class. The English teacher observed the implementation of the actions.

Due to the limitation of the time, fund, and energy of the research members, this research focused only on describing the reading teaching and learning process using deducing meaning of unfamiliar words from the context and vocabulary building to improve the students' reading comprehension. Through deducing meaning and vocabulary building, the students could improve their reading comprehension.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

All stages in this action research were completely done. The research began in January 12 and ended in January 26 during the second semester of the academic year of 2010/2011. In both cycles, the researcher implemented the deducing meaning of unfamiliar words from the context and vocabulary building and some accompanying actions such as implementing questions and answers activities, reading aloud, giving credit points, implementing vocabulary games, and giving rewards. To support this result, there are two kinds of data presented in this research, namely quantitative and qualitative data. In terms of qualitative data, the researcher obtained some result. They are presented as follows.

In Cycle I, there were some successful and unsuccessful actions. The successful actions were questions and answers activities, deducing meaning of unfamiliar words from the context and vocabulary building. The use of deducing meaning of unfamiliar words from the context and vocabulary building are effective to improve the students' reading comprehension. Therefore, the unsuccessful action was implementing reading aloud in questions and answers activities in front of the class. Since the action was not effective in improving the

students' involvement, the implementation of reading aloud in questions and answers activities in front of the class was dropped in Cycle II.

In Cycle II, deducing meaning of unfamiliar words from the context and vocabulary building were combined with some accompanying actions. The actions were giving credit point and giving rewards to the active students in questions and answers activities and implementing vocabulary games. Those actions were successful in improving the students' involvement in the reading teaching and learning process. The students became active and motivated in joining the class. Moreover, by implementing those actions in Cycle II, the students' reading comprehension could improve. It could be seen from the students' involvement, students' opinions, and the collaborator's opinion about the actions.

Those results could be summarized as follows.

1. The students are active, and motivated to read English text and to take part in the teaching and learning process.
2. The students get better understanding of identifying the word classes such as a verb, a noun, and an adjective.
3. The students are able to improve their vocabulary mastery.
4. The students are able to deduce the meanings of the unfamiliar words by identifying context clues.
5. The students are able to improve their reading comprehension.

In terms of quantitative data, the improvement of students' reading comprehension is supported by the students' reading scores in the form of pre test,

post test, and tasks which were conducted in the end of each cycle. The mean of the pretest improved from 6.4 to 8.5 in the posttest. Moreover, the mean of the first task improved from 7.4 in Cycle 1 to 8.4 on the second task in Cycle 2. The results of this research showed that deducing meaning of unfamiliar words from the context and vocabulary building were successful to improve the students' reading comprehension. Through those activities, the students were able to comprehend the reading text. Besides, the students could improve their vocabulary mastery.

B. Implications

The research findings show that deducing meaning of unfamiliar words from the context and vocabulary building were successful to improve the students' reading comprehension. The students were able to comprehend the text. It implies that the teacher can use deducing meaning of unfamiliar words from the context and vocabulary building in reading teaching and learning process. The students should maximize the use of deducing meaning of unfamiliar words from the context and vocabulary building as reading technique in order they get better understanding to comprehend the text.

Furthermore, giving credit point and giving rewards to the active students in questions and answers activities and vocabulary games were effective to improve the students' involvement in the reading teaching and learning process. Those actions encourage the students to be more active because they were motivated to answers the teacher's questions. Besides, giving credit point and giving rewards to the active students in questions and answers activities and

vocabulary games during the implementation of deducing meaning of unfamiliar words from the context and vocabulary building did not make the students bored. Moreover, they were motivated and enthusiastic in doing the games. The students were more active and compete to answer the teacher's questions in the reading teaching and learning process. They competed to be the winner.

It implies that the English teacher can use questions and answers activities, vocabulary games, giving credit point and giving rewards to improve the students' involvement in the teaching and learning process. Moreover, the English teacher should be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.,

C. Suggestions

Based on the conclusions and implications of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher.

1. To the students

The students should practice their reading skill regularly. If they do not know the meaning of the unfamiliar words found in the text, the students could find out the meanings by implementing deducing meaning of unfamiliar words from the context and vocabulary building. They could also use other reading techniques to get better understanding in comprehending the text.

2. To the English teacher

In teaching reading comprehension, it will be better for the teacher, to improve the students' involvement, to be more creative and attractive in order that

the students get interested to the reading teaching and learning process. It is necessary for the teacher to choose and make creative and attractive activities. Besides, the teacher should be able to make the class atmosphere more enjoyable and comfortable. Furthermore, to improve the students' reading comprehension the teacher should implement other reading techniques and provide various reading texts to the students.

3. To other researcher

This research was focused in improving the students' reading comprehension of the VII grade students of SMPN 2 Pleret through deducing meaning of unfamiliar words from the context and vocabulary building by combining some interesting activities. The other researchers can conduct this study in other grade of the students, either in junior or senior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMPN 2 Pleret so that the research findings can be more general. Moreover, this research is mainly to describe the use of two reading techniques, namely deducing meaning of unfamiliar words from the context and vocabulary building, in improving the students' reading comprehension. Meanwhile, there are some reading techniques to improve the students' reading comprehension that are not discussed in this research. Accordingly, it is recommended that other researchers who are interested in the similar action research use other reading techniques to improve the students' reading comprehension.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTES

No : FN.01

Hari, tanggal : Kamis, 21 Oktober 2010

Jam : 08.00

Tempat : Ruang guru

Kegiatan : Meminta ijin penelitian kepada guru Bahasa Inggris

Responden : P : Peneliti

BY : Bu Yuliatun (guru Bahasa Inggris kelas VII A, B, C, D, E, F, G)

PS : Pak Suseno (guru Bahasa Inggris kelas VII A, B, C, D, E, F)

1.	P datang ke sekolah
2.	P menemui guru piket untuk melihat jadwal guru Bahasa Inggris
3.	P menunggu guru Bahasa Inggris di ruang piket sambil mengobrol dengan guru yang sedang piket
4.	P ke ruang perpustakaan untuk melihat dan membaca buku Bahasa Inggris yang digunakan kelas VII
5.	P menemui PS untuk meminta ijin penelitian di kelas VII
6.	P menemui BY untuk meminta ijin penelitian di kelas VII

No : FN.02

Hari, tanggal : Jumat, 22 Oktober 2010

Jam : 09.00

Tempat : Ruang guru

Kegiatan : Meminta ijin kepada bu Yuliatun untuk melakukan penelitian di salah satu kelas VII yang beliau ajar dan interview kesulitan belajar terutama mengenai reading skill.

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P meminta ijin kepada bu Yuliatun untuk melakukan penelitian di salah

	satukelas VII yang beliau ajar
3.	P mewawancarai BY tentang kesulitan kegiatan belajar mengajar Bahasa Inggris, khususnya kemampuan membaca (reading skill) di kelas VII. Kemudian atas pertimbangan bersama, yakni kelas yang memiliki tingkat kemampuan reading skill terendah dibanding kelas yang lain, P dan BY memutuskan untuk melakukan penelitian di kelas 7G

No : FN.03

Hari, tanggal : Senin, 25 Oktober 2010

Jam : 09.30

Tempat : Ruang guru

Kegiatan : Mendiskusikan bahan pengajaran untuk materi lesson plan

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY untuk berdiskusi tentang penyesuaian bahan ajar pada semester I dan semester II, yang kemudian dijadikan sebagai materi lesson plan

No : FN.04

Hari, tanggal : Kamis, 28 Oktober 2010

Jam : 08.00

Tempat : Ruang guru

Kegiatan : Konsultasi bahan pengajaran untuk lesson plan

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY untuk konsultasi bahan pengajaran, yakni procedure text

No : FN.05

Hari, tanggal : Kamis, 18 November 2010

Jam : 08.00

Tempat : Ruang guru

Kegiatan : Meminta ijin penelitian kepada guru kepala sekolah
Mendiskusikan waktu dan jadwal penelitian

Responden : P : Peneliti
BY : Bu Yuliatun
KS : Kepala Sekolah

1.	P datang ke sekolah
2.	P menemui KS untuk meminta ijin penelitian di SMPN 2 Pleret khususnya kelas VII
3.	P menemui BY untuk mendiskusikan waktu dan jadwal penelitian

No : FN.06

Hari, tanggal : Rabu, 24 November 2010

Jam : 09.00

Tempat : Ruang kelas VII G

Kegiatan : Observasi I

Responden : P : Peneliti
BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY untuk melaksanakan observasi. Sambil menunggu jam pelajaran bahasa inggris, P ke ruang perpustakaan
3.	P masuk ke kelas VIIIG kemudian duduk di kursi belakang
4.	P mengamati proses kegiatan belajar mengajar. ⁽⁷⁾ Banyak Ss yang tidak termotivasi untuk belajar bahasa Inggris. Hal tersebut dalam dilihat dari Ss yang malas-malasan mendengarkan penjelasan dari BY. Ketika diminta membuka buku paket, Ss banyak yang ngobrol sendiri dengan temannya. ⁽⁵⁾ Selain itu, mereka terlihat pasive dalam proses pembelajaran. Yakni ketika BY bertanya pada Ss apakah mereka sudah paham dengan penjelasan BY, Ss hanya diam saja. Juga ketika diminta menjawab pertanyaan BY.
5.	Setelah pelajaran usai, P meminta ijin kepada BY untuk berdiskusi mengenai hasil observasi, kemudian P meminta ijin BY untuk pulang

No : FN.07

Hari, tanggal : Kamis, 25 November 2010

Jam : 09.00 & 10.00 – 11.20

Tempat : Ruang kelas VII G

Kegiatan : Observasi II

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah jam 09.00
2.	P menemui BY untuk melaksanakan observasi
3.	P masuk ke kelas VIIG kemudian duduk di kursi belakang
4.	P mengamati proses kegiatan belajar mengajar. Ss masih terlihat pasive dan tidak termotivasi dalam belajar bahasa Inggris
5.	Setelah pelajaran usai, P meminta izin kepada BY untuk berdiskusi mengenai hasil observasi, kemudian P meminta izin BY untuk pulang

No : FN.08

Hari, tanggal : Rabu, 1 Desember 2010

Jam : 09.00 & 13.00

Tempat : Ruang guru & ruang kelas VII G

Kegiatan : Wawancara dengan Ss kelas VIIG

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P datang ke sekolah
2.	P meminta izin BY untuk mengadakan wawancara kepada murid kelas VIIG terutama tentang kesulitan kegiatan belajar mengajar Bahasa Inggris, khususnya kemampuan membaca (reading skill)
3.	P melakukan wawancara kepada Ss mengenai kegiatan belajar mengajar Bahasa Inggris di kelas khususnya kesulitan dalam reading skill

No : FN.09

Hari, tanggal : Kamis, 3 Desember 2010

Jam : 08.00

Tempat : Ruang guru

Kegiatan : Konsultasi Cycle I dan II pada Bu Yuliatun

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P ke ruang guru menemui BY
3.	P konsultasi cycle I dan II kepada BY
4.	P dan BY sepakat untuk melakukan penelitian pada bulan Januari 2011 yakni pada awal semester II, dikarenakan mulai tanggal 3 Desember 2010 siswa-siswi sudah Ujian. Kemudian tanggal 18 Desember penerimaan rapor dan libur sekolah mulai tanggal 20 Desember sampai tanggal 2 Januari 2011.

No : FN.10

Hari, tanggal : Sabtu, 18 Desember 2010

Jam : 10.30

Tempat : Ruang guru

Kegiatan : Konsultasi materi dan RPP untuk setiap pertemuan

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menunggu kegiatan penerimaan rapor khususnya kelas VIIG, karena BY adalah wali kelas VIIG
3.	P ke ruang guru untuk menemui BY
4.	P konsultasi materi dan RPP untuk setiap pertemuan. Dalam satu cycle ada 1 RPP untuk 2 kali pertemuan. Begitu juga pada cycle ke 2.
5.	P menunjukkan contoh materi, yakni procedure text yang sesuai dengan kemampuan siswa
6.	BY setuju dengan materi dan meminta P untuk mengembangkan RPP

No : FN.11

Hari, tanggal : Senin, 3 Januari 2011

Jam : 09.30

Tempat : Ruang guru

Kegiatan : Konsultasi RPP untuk pre test/post test, Cycle I dan Cycle II

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY di ruang guru
3.	P konsultasi RPP untuk pre test/post test, Cycle I dan Cycle II

No : FN.12

Hari, tanggal : Rabu, 5 Januari 2011

Jam : 09.00

Tempat : Ruang guru

Kegiatan : Konsultasi pra pelaksanaan cycle I (pertemuan I dan II)

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY untuk konsultasi pra pelaksanaan cycle I (pertemuan I dan II). Sesuai dengan RPP yang telah di revisi.

No : FN.13

Hari, tanggal : Kamis, 6 Januari 2011

Jam : 09.30

Tempat : Ruang guru & kelas VIIG

Kegiatan : Pelaksaaan pre test

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P datang ke sekolah
2.	P menemui BY untuk persiapan pre test

3.	Ketika jam pelajaran mulai, P masuk ke kelas VII didampingi BY
4.	BY memperkenalkan P dan menyampaikan maksud P
5.	P memberi salam dan membuka pelajaran dengan doa
6.	P menyampaikan kembali maksud dan tujuan kedatangan P kepada Ss.
7.	P membagikan worksheet (pre test) kepada Ss. Ss terlihat penasaran dan bersemangat dengan adanya worksheet.
8.	P membimbing dan menjelaskan cara menjawab pertanyaan dalam worksheet tersebut kepada Ss.
9.	P mengamati kegiatan Ss selama menjawab pre test tersebut.
10.	Jam pelajaran telah usai. P meminta Ss untuk mengumpulkan worksheet pre test. Kemudian berdoa sebelum pulang.

No : FN.14

Hari, tanggal : Rabu, 12 Januari 2011

Jam : 10.00

Tempat : Ruang guru & kelas VIIG

Kegiatan : Pelaksanaan Cycle I (pertemuan ke I)

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P datang ke sekolah
2.	P mempersiapkan worksheet untuk Ss
3.	P menemui BY untuk memberitahu bahwa semua persiapan pengajaran telah siap
4.	P didampingi BY masuk ke kelas VIIG
5.	P disambut dengan senang oleh Ss. BY memperkenalkan P kembali, kemudian mempersilahkan P untuk mengajar
6.	P membuka pelajaran dengan mengucapkan salam. P kembali memperkenalkan diri dan memberitahu Ss maksud dan tujuan P
7.	P memulai pelajaran dengan memberitahu kepada Ss tujuan pembelajaran hari ini, yakni mengenai procedure text dengan tema <i>foods and drinks</i> . Kemudian P melakukan kegiatan tanya jawab kepada Ss tentang kegiatan mereka di rumah terkait dengan aktivitas sehari-hari yaitu cara membuat teh. Apa saja yang perlu disiapkan dan bagaimana cara membuat teh. Ss terlihat malu-malu menjawab pertanyaan dari P bila harus menjawab dengan bahasa Inggris. Ss menjawab pertanyaan P menggunakan Bahasa Indonesia. Ss terkesan passive dalam kegiatan tanya jawab. Setelah P memberikan beberapa pertanyaan, Ss mulai memotivasi dirinya untuk ikut berpartisipasi dalam menjawab

	pertanyaan. Kebanyakan Ss masih malu untuk mengangkat tangan dalam menjawab pertanyaan
8.	Selanjutnya P membagikan worksheet 1. Ss terlihat senang dan mulai bersemangat. P meminta Ss untuk melakukan kegiatan membaca (silent reading) terlebih dahulu secara individu. Kemudian P menyuruh Ss untuk membaca reading text dengan topik <i>How to Make a Cup of Tea</i> yang terdapat di dalam worksheet 1 tersebut. Ss merasa kesulitan memahami reading text. Sebagian besar dari Ss tidak tahu arti dari kata-kata yang menurut mereka asing. Diantaranya Arum dan Via (siswa VIIIG), yang bertanya, “Miss aku nggak tahu artinya <i>pour</i> ”. Pertanyaan tersebut juga disampaikan oleh beberapa murid lainnya. Namun secara keseluruhan, Ss tahu maksud dari isi reading text tersebut yakni cara membuat teh. P meminta Ss untuk membaca kembali reading text tersebut, kemudian P akan menjelaskan cara kepada Ss, agar mereka mampu mengerti arti dari kata-kata sulit tersebut tanpa melihat atau menggunakan kamus. Selanjutnya P meminta salah satu murid maju ke depan kelas untuk membaca text tersebut. Ss terlihat malu dan takut. Ss tidak mau mengikuti kegiatan tersebut karena merasa tidak mampu membaca nyaring dalam text Bahasa Inggris. Ss tidak percaya diri dengan pronunciation mereka terhadap kata-kata bahasa Inggris
9.	Kemudian P bertanya kepada Ss tentang kata-kata yang mereka anggap sulit ucapkan dan mereka tidak mengerti artinya. Kemudian P memberikan contoh cara membaca kata-kata sulit tersebut. Kemudian P kembali meminta salah satu siswa untuk maju ke depan membaca text tersebut. Beberapa siswa masih malu untuk angkat tangan dan tidak banyak yang ingin mencoba membaca text tersebut di depan kelas karena tidak tahu kata-kata sulit yang terdapat di dalam reading text. Hal ini membuat mereka tidak percaya diri
10.	Setelah kegiatan reading aloud, Ss bertanya kepada P arti dari beberapa kata sulit tersebut. Mereka tidak bisa memahami bacaan karena tidak mengerti arti dari kata-kata sulit yang mereka temui dalam text. Menurut Ss, ada beberapa kata yang asing bagi mereka dan hal tersebut menyulitkan mereka dalam pemahaman text. Kata asing tersebut membuat Ss kesulitan dalam memahami reading text. Ketika P meminta Ss untuk membaca kembali bacaan, Ss masih kesulitan memahami bacaan karena tidak mengerti arti dari kata sulit yang terdapat dalam bacaan. Selanjutnya P melakukan kegiatan <i>vocabulary building</i> . P meminta Ss untuk focus pada kata-kata yang digarisbawahi dalam reading text. Kemudian meminta mereka untuk mengidentifikasi kata tersebut sesuai dengan kelas kata masing-masing. Dalam kegiatan ini banyak Ss yang tidak mengerti mana kelas kata yang merupakan verb (kata kerja), noun (kata benda), dan adjective (kata sifat). Kemudian, P berusaha menjelaskan cara mengerjakan task tersebut dengan menyampaikan materi mengenai kelas kata (word classes) kepada Ss. Terlihat Ss mampu mengikuti instruksi P dalam mengerjakan <i>vocabulary building activity</i> . Ss terlihat penasaran dan tekun. Akhirnya Ss mampu

	mengidentifikasi kelas kata dari kata asing yang terdapat di dalam text. Kemudian, mereka dapat mengisi vocabulary building chart dengan mengidentifikasi bentuk dasar atau kata dasar dari setiap kata. Ketika P meminta Ss membaca kembali reading text. Beberapa siswa masih tidak paham mengenai kata sulit yang terdapat di reading text. Karena kata sulit yang diidentifikasi oleh Ss pada kegiatan sebelumnya dalam reading text hanya yang digaris bawahi. Selanjutnya P melakukan kegiatan <i>deducing meaning from the context</i> . P melakukan kegiatan <i>deducing meaning from the context</i> dan <i>body language</i> , Ss diminta melakukan kegiatan ini tanpa melihat kamus bahasa Inggris. Dengan menggunakan petunjuk yang terdapat dalam reading text, berupa gambar cangkir, teko dan air teh dan kata-kata, frase, dan kalimat disekeliling kata-kata sulit, Ss mampu mengerti arti kata-kata sulit tersebut. Ss juga tertarik dalam proses pembelajaran reading ketika P menggunakan bahasa tubuh untuk memberikan petunjuk arti dari kalimat sulit tersebut. Dalam kegiatan ini, beberapa Ss laki-laki yang duduk di barisan belakang ramai dan tidak fokus pada pelajaran. Begitu juga dengan sebagian Ss perempuan yang asik berbicara sendiri dengan teman sebangkunya. Selanjutnya P meminta Ss mengerjakan Task 2, yakni memilih kata yang tepat sesuai dengan kelas kata dan memperhatikan tentang context pada tiap-tiap kalimat. Kemudian, P menghentikan kegiatan diskusi dengan Ss karena ada waktu istirahat
11.	Istirahat ke 2
12.	P kembali didampingi BY masuk ke kelas. Kemudian P meminta Ss untuk menjawab pertanyaan hingga task 5. P melakukan kegiatan tanya jawab untuk membuat Ss lebih aktif dalam proses belajar mengajar. Meskipun banyak siswa yang passive dan tidak banyak yang ingin menjawab pertanyaan.
13.	Kemudian P merangkum kembali materi yang telah dipelajari hari ini dan melakukan kegiatan tanya jawab secara singkat
14.	Jam pelajaran usai. P meminta Ss untuk menyimpan worksheet 1 dan membawanya kembali pada pertemuan berikutnya. Kemudian P menutup pelajaran dengan doa

No : FN.15

Hari, tanggal : Kamis, 13 Januari 2011

Jam : 09. 00 & 10.00 – 11.20

Tempat : Ruang guru & kelas VIIG

Kegiatan : Pelaksanaan Cycle I (pertemuan ke II)

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P datang ke sekolah
2.	P mempersiapkan worksheet untuk Ss
3.	P menemui BY untuk memastikan semua persiapan telah siap
4.	P menunggu jam pelajaran bahasa inggris di perpustakaan
5.	P didampingi BY masuk ke kelas VIIG
6.	P membuka pelajaran
7.	P kembali melakukan kegiatan tanya jawab mengenai pelajaran yang lalu. Ss menjawab pertanyaan P dengan baik
8.	P meminta Ss untuk mengeluarkan worksheet 1 yang sudah diberikan pada hari sebelumnya dan menjelaskan generic structure yang terdapat pada procedure text. Dalam menjelaskan materi beberapa murid ramai dan tidak focus. Terutama murid laki-laki yang duduk di belakang kelas. Mereka sering berpindah tempat duduk. Kemudian bertanya kepada Ss apabila Ss ada pertanyaan
9.	P meminta Ss untuk menyimpan worksheet 1. Selanjutnya P membagi worksheet 2. Ss ramai pada waktu P membagikan worksheet 2 kepada Ss. Kemudian P meminta Ss untuk mengerjakan worksheet 2 tersebut
10.	P meminta Ss untuk memeriksa worksheet 2 terlebih dahulu. Ss banyak bertanya tentang pola pengerjaan worksheet tersebut. P meminta Ss untuk tetap tenang dan mengerjakan worksheet tersebut semaksimal mungkin. Setelah Ss selesai mengerjakan, P meminta Ss untuk menukarkan hasil kerja mereka pada teman sebangku. Dalam kegiatan ini, P melakukan tanya jawab terkait dengan pertanyaan yang terdapat dalam worksheet 2. Kegiatan tanya jawab ini dilakukan secara lisan. Ss terlihat senang dengan kegiatan ini. Meskipun masih malu-malu mengangkat tangan mereka untuk menjawab pertanyaan dari P.
11.	Ketika jam pelajaran akan usai, P meminta Ss untuk mengumpulkan worksheet 2. Kemudian P mengeluarkan selembar kertas kosong untuk diisi Ss tentang kesan pelajaran bahasa Inggris pada hari ini (cycle I)
12.	P mengingatkan kembali kepada Ss akan ada kegiatan wawancara mengenai proses belajar mengajar cycle I pada istirahat ke-2

No : FN.16

Hari, tanggal : Kamis, 13 Januari 2011

Jam : 11.30 – 12.00 & 12.00 – 12.20

Tempat : Ruang guru & kelas VIIG

Kegiatan : Wawancara dengan bu yuliatun (setelah pelaksanaan cycle I)

Wawancara dengan Ss (setelah pelaksanaan cycle I)

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P menemui BY dan meminta ijin untuk melakukan wawancara
2.	BY menyetujui
3.	Setelah wawancara dengan BY selesai, P meminta ijin untuk melakukan wawancara kepada Ss selama jam istirahat ke-2
4.	BY menyetujui, namun ijin tidak bisa mendampingi P, karena ada hal yang harus diselesaikan. P menyanggupi
5.	Kemudian P melakukan kegiatan wawancara mengenai proses belajar mengajar cycle I kepada Ss saat jam istirahat ke-2 (12.00 – 12.20)

No : FN.17

Hari, tanggal : Rabu, 19 Januari 2011

Jam : 09.00

Tempat : Ruang guru

Kegiatan : Persiapan pra pelaksanaan cycle II (pertemuan I dan II)

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY di ruang guru untuk konsultasi pra pelaksanaan cycle II (pertemuan III dan IV)
3.	BY menyetujui untuk melakukan kegiatan yang sama dengan tema yang berbeda pada cycle II dan menambah kegiatan yang memotivasi Ss untuk lebih aktif dan bersemangat belajar bahasa Inggris
4.	P menunggu jam pelajaran di ruang perpustakaan

No : FN.18

Hari, tanggal : Rabu, 19 Januari 2011

Jam : 11.20 – 12.00 & 12.20 – 13.00

Tempat : Ruang guru & ruang kelas VIIG

Kegiatan : Pelaksanaan Cycle II (pertemuan ke III)

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P menemui BY untuk meminta izin masuk ke kelas VIIG
2.	P dan BY masuk ke kelas VIIG, Ss terlihat sangat senang dan bersemangat
3.	P membuka pelajaran dengan mengucapkan salam, kemudian melakukan kegiatan tanya jawab mengenai materi belajar hari ini. P melakukan kegiatan brainstorming kepada Ss tentang " <i>How to Use a Digital Camera</i> ". P juga melakukan kegiatan tanya jawab mengenai apa saja yang disiapkan dan dilakukan saat seseorang akan menggunakan digital camera. P memperlihatkan kamera digital yang ada di dalam saku. Kegiatan tanya jawab berjalan lancar. Ss menjawab pertanyaan tersebut dengan semangat, karena P memberikan credit point untuk Ss yang dapat menjawab pertanyaan tersebut. Ss mengangkat tangan dan aktif menjawab kemudian saling berebut menjawab pertanyaan. Beberapa Ss yang kurang termotivasi pada cycle 1 mencoba ikut berpartisipasi dalam menjawab pertanyaan. Ss tersebut adalah Aji, Choirul, Risky, Wawan, Wahyu dan Amri. Mereka saling berebut mengangkat tangan untuk mendapat giliran menjawab pertanyaan
4.	Selanjutnya, P membagikan worksheet 3 kepada Ss. Ss kembali terlihat senang dan bersemangat
5.	Kemudian P meminta Ss untuk membaca text " <i>how to use a digital camera</i> ". Ss meminta P untuk melakukan kegiatan yang sama seperti pada cycle 1, yakni memberikan contoh terlebih dahulu kepada Ss cara pengucapan yang benar beberapa kata sulit/unfamiliar words dalam text tersebut. Setelah kegiatan tersebut dilaksanakan Ss terlihat percaya diri membaca reading text tersebut. Namun P tidak meminta Ss untuk melakukan membaca nyaring di depan kelas.
6.	Selanjutnya P melakukan kegiatan <i>vocabulary building</i> terkait dengan kosa kata yang digarisbawahi yang terdapat dalam reading text pada bacaan <i>How to Use a Digital Camera</i> . Ss terlihat sangat aktif dalam mengerjakan soal. Mereka sudah mengenal pola soal dari latihan sebelumnya. Dengan tekun Ss mengidentifikasi kelas kata yang digarisbawahi, yang terdapat didalam reading text. Ss juga tidak kesulitan mengerjakan soal selanjutnya, yakni dalam memilih kata yang tepat sesuai dengan konteks kalimat. P juga melakukan tambahan games activities terkait dengan vocabulary games, seperti jumble letters (menyusun kata) dan word-guessing (tebak kata)
7.	Kata-kata sulit lain yang Ss tidak mengerti artinya, P melakukan kegiatan <i>deducing meaning from the context</i> . Pada umumnya proses kegiatan belajar mengajar pada meeting ke 3 tidak mengalami kesulitan. Ketika Ss harus mengerjakan latihan, mereka sudah mampu menjawab soal tersebut dengan melakukan <i>deducing meaning from the context</i> secara mandiri. Ss

	tidak lagi banyak tanya dan mereka juga fokus pada kerjaan masing-masing. Kemudian kegiatan belajar mengajar dihentikan sejenak untuk istirahat ke-2
8.	Istirahat ke-2
9.	Setelah istirahat ke-2, P masuk ke kelas VIIG. Kemudian P membimbing Ss untuk menjawab pertanyaan hingga task 5. Sebelum pelajaran usai P merangkum kembali materi yang telah dipelajari hari ini dan melakukan kegiatan tanya jawab secara singkat
10.	Jam pelajaran usai P meminta Ss untuk menyimpan worksheet 3 dan bersiap melakukan sikap doa. Kemudian P meminta ketua kelas memimpin doa.

No : FN.19

Hari, tanggal : Kamis, 20 Januari 2011

Jam : 09. 00

Tempat : Ruang guru & ruang kelas VIIG

Kegiatan : Pelaksanaan Cycle II (pertemuan ke IV)

Responden : P : Peneliti

BY : Bu Yuliatun

Ss : Siswa-siswi kelas VIIG

1.	P datang ke sekolah dan menemui BY di ruang guru. P menyampaikan kesiapan bahan ajar.
2.	Selama menunggu jam pelajaran bahasa Inggris, P ke ruang perpustakaan membaca-baca buku dan mempersiapkan worksheet 4 untuk Ss.
3.	Jam pelajaran bahasa Inggris di mulai. P masuk ke kelas VIIG didampingi BY. P memberi salam kepada Ss.
4.	P mengulang materi dengan melakukan kegiatan tanya jawab terkait materi pada pertemuan sebelumnya. P melakukan kegiatan tanya jawab dan memberikan reward untuk siswa yang aktif berpartisipasi. P memberikan reward kepada Ss yang dapat menjawab pertanyaan. Ss sangat bersemangat dan berebut ingin menjawab pertanyaan pada awal pelajaran. Ss dapat menjawab semua pertanyaan dengan baik. P memberitahu Ss bahwa setelah menjawab pertanyaan di worksheet 4, P juga akan memberikan reward kepada Ss yang aktif menjawab dan benar. Kegiatan tanya jawab pada pertemuan ke empat, lebih baik dari pada kegiatan tanya jawab pertemuan sebelumnya.
5.	Kemudian P meminta Ss untuk mengeluarkan worksheet 3 dan membahas Task 6 pada worksheet 3 tersebut. P menjelaskan mengenai sentence connectors yang terdapat pada procedure text. Ss mengerti dan paham

	dengan teori sentence connectors yang umumnya terdapat di dalam procedure text.
6.	Selanjutnya P meminta Ss untuk menyimpan worksheet 3 di dalam tas. Kemudian P membagikan worksheet 4 kepada Ss dan meminta Ss untuk mengerjakan worksheet 4 tersebut dengan teliti
7.	Selama mengerjakan worksheet 4, Ss terlihat sangat tenang dan percaya diri. Kemudian, setelah Ss selesai mengerjakan worksheet 4, P meminta Ss untuk meneliti kembali pekerjaan mereka. Jika sudah benar-benar selesai dan yakin dengan pekerjaan mereka P meminta Ss untuk kembali menukarkan hasil kerja mereka pada teman sebangku. Selanjutnya, P melakukan kegiatan tanya jawab. Dalam kegiatan ini, P memberikan rewards untuk siswa yang aktif menjawab pertanyaan dan benar. Ss terlihat sangat bersemangat dan aktif menjawab pertanyaan terkait dengan materi yang terdapat pada worksheet 4 tersebut. Ss yang sangat aktif dalam menjawab pertanyaan adalah Aji eko, Amika, Edi lestari, dan Novita Dwi. Ss tersebut sangat aktif menjawab pertanyaan dari P. Ss lain juga sangat termotivasi dan aktif.
8.	15 menit sebelum jam pelajaran usai, P memberikan selembar kertas kosong pada setiap murid, untuk diisi kesan dan pesan selama process belajar mengajar pada cycle II. Selanjutnya P memberi salam kepada Ss, karena pelajaran telah usai

No : FN.20

Hari, tanggal : Kamis, 20 Januari 2011

Jam : 11.20 – 12.00 & 12.00 – 12.20

Tempat : Ruang guru & ruang kelas VIIG

Kegiatan : Wawancara dengan bu yuliatun (setelah pelaksanaan cycle II)

Wawancara dengan Ss (setelah pelaksanaan cycle II)

Responden : P : Peneliti

BY : Bu Yuliatun

1.	P menemui BY dan meminta izin untuk melakukan wawancara
2.	BY menyetujui
3.	Setelah wawancara dengan BY selesai, P meminta izin untuk melakukan wawancara kepada Ss selama jam istirahat ke-2
4.	BY menyetujui, namun tidak bisa mendampingi P
5.	Kemudian P melakukan kegiatan wawancara mengenai proses belajar mengajar cycle II kepada Ss saat jam istirahat ke-2 (12.00 – 12.20)

No : FN.21

Hari, tanggal : Rabu, 26 Januari 2011

Jam : 11.00 – 11.20
11.20 – 12.00 & 12.20 – 13.00

Tempat : Ruang guru & ruang kelas VIIG

Kegiatan : Pelaksanaan post test

Responden : P : Peneliti
BY : Bu Yuliatun

1.	P datang ke sekolah
2.	P menemui BY untuk persiapan post test
3.	Ketika jam pelajaran mulai, P masuk ke kelas VII didampingi BY
4.	P memberi salam. Kemudian menyampaikan maksud pada hari ini, yakni mengadakan post test
5.	P membagikan worksheet (post test), dan meminta Ss untuk mengerjakan worksheet tersebut dengan teliti. Sebelum istirahat ke-2 P meminta Ss untuk mengumpulkan worksheet tersebut. Kemudian P memperbolehkan Ss untuk istirahat
6.	Istirahat ke-2
7.	BY dan P masuk ke kelas, disusul Ss. Selanjutnya P membagikan kembali worksheet untuk dikerjakan Ss.
8.	Sebelum jam pelajaran usai. P meminta Ss untuk mengumpulkan worksheet. Kemudian P mengucapkan terima kasih kepada Ss dan berpamitan. P meminta ketua kelas untuk memimpin doa sebelum pulang

APPENDIX B INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

D: Date, T: Time, P: Place, Rp: Respondent, R: Researcher, Ss: Student of VIIG class

No	Source/ Date/ Place	Interview Transcript
# 1	Date: October 21, 2011 Time: 08.00 P: teacher's room Rp: BM: Bu. Muslimah, PS: Pak Suradi, BP: Bu Prawesti, R: Researcher, MY: Mrs. Yuli, MS: Mrs. Suseno	<p>R : selamat pagi bu.</p> <p>BM : selamat pagi mba, ada yang bisa kami bantu.</p> <p>R : iya bu, saya mau menemui guru Bahasa Inggris kelas 7</p> <p>BM : kelas 7? Kalau kelas 7, gurunya itu ada 2 mba, bu Yuliatun dan pak Suseno. Sini mba masuk saja. Silahkan lihat jadwal di dalam sini.</p> <p>R : iya buk, terimakasih banyak</p> <p>BM: jam segini kemungkinan pak Suseno belum datang, bu Yuliatun juga sepertinya mengajar.</p> <p>R : iya bu, ada jadwal yang bisa Saya pinjam?</p> <p>BM : ada mba ini, di ambil aja nggak apa-apa. Mau ada acara apa to mba?</p> <p>R: saya mau minta ijin buk, untuk melakukan penelitian, di kelas 7.</p> <p>BM: umm, penelitian, kelas 7? Gini mba, kalo untuk penelitian saya sarankan untuk mengambil kelas yang diampu sama bu Yuliatun saja. Penelitiankan nggak main-main. Jadi yang bisadiajak kerjasama ya bu Yuliatun itu mba. Pak Suseno itu sudah sepuh, kalo ngajar juga sering lupa jadwal. Maklum, pak suseno sakit gula, jadi sering lupa jadwal mengajar.</p> <p>R: ummm, begitu ya buk. Ya nanti saya minta ijin pak Suseno dan bu Yuliatun dulu. Saya juga harus observasi dulu buk, untuk melakukan penelitian ini.</p> <p>PS: iya mba, saya juga menyarankan seperti bu muslimah, lebih baik di kelas yang bu yuliatun ampu saja. Beliau bisa diajak rembugan.</p> <p>R: iya pak, buk. Terimakasih atas masukan nya. O iya, sambil menunggu, saya permissi ke ruang perpustakaan ya.</p> <p>BM: iya, silahkan mba.</p> <p>PS: Monggo mba</p> <hr/> <p>R: permissi buk</p> <p>BP: iya mari silahkan mba, ada yang bisa saya bantu?</p> <p>R: perkenalkan, saya mita. Sedang menunggu bu yuliatun dan pak suseno buk. Maaf, dengan ibu siapa ya ini?</p> <p>BP: saya bu prewestri. O, begitu, ada keperluan apa mba?</p> <p>R: untuk penelitian bu, di kelas 7. O iya buk, saya mau tanya, buku yang dipakai kelas 7 yang mana ya buk?</p> <p>BP: yang itu mba, judulnya Let's talk. Murid dipinjami satu-satu. Untuk buku pegangan.</p>

	<p>R: um, begitu ya buk. Kalo begitu saya pinjam sebentar ya buk.saya mau baca-baca sebentar.</p> <p>BP: o silahkan mba.</p> <p>R: bu prawesti saya permisi ya buk, saya mau menemui pak suseno. Sepertinya beliau sudah ada di ruang guru.</p> <p>BP: o iya mba, silahkan</p> <hr/> <p>R: selamat siang bapak</p> <p>MS: selamat siang mba, gimana? Ada yang bisa saya bantu?</p> <p>R: iya bapak, begini. Saya menemui bapak bermaksud meminta ijin untuk melakukan penelitian di kelas 7. Saya mendapat informasi, ada 2 guru yang mengajar di kelas 7, pak Suseno dan bu Yuliatun. Oleh karena itu, saya meminta ijin pak suseno dahulu dan bu yuliatun.</p> <p>MS: o ya silahkan mba, ndak apa-apa. Nanti ya asal jangan lupa bilang juga sama bu yuliatun.</p> <p>R: iya pak. Nanti saya melakukan observasi juga pak dikelas bapak dan di kelas bu yuliatun.</p> <p>MS: o ya sudah kalo begitu. lha itu bu yuliatun mba.</p> <p>R: iya pak, kalo begitu saya permisi menemui bu yuliatun ya pak.</p> <p>MS: ya, silahkan</p> <hr/> <p>R: permisi bu. Saya mita dari PBI UNY.</p> <p>MY: iya mba, gimana ada yang bisa saya bantu?</p> <p>R: begini buk. Saya mau minta ijin untuk melakukan penelitian di kelas 7.</p> <p>MY: penelitian nya tentang apa mba?</p> <p>R: tentang meningkatkan reading skill bu, untuk kelas 7. Saya baru saja menemui pak suseno, meminta ijin penelitian. Waktu menunggu ibuk tadi, saya ngobrol dengan bu muslimah yang sedang piket. Beliau bilang kelas 7 ada 2 guru yang mengajar. Jadi saya meminta ijin ke pak suseno dan bu yuliatun.</p> <p>MY: o iya mba,kelas 7 itu memang saya dan pak suseno yang ngajar. Kelas 7 kan ada 7 kelas. A sampai G, pak seno mengajar separuh jam pelajaran bahasa inggris di kelas A sampai F. Saya ngajar separuh kelas bahasa inggris di kelas A sampai F dan full mengajar di kelas G.</p> <p>R: o begitu bu. O iya bu, tahun kemrin saya pernah KKN di SMPN 2 Pleret. Seingat saya kelas 7 dulu hanya sampai 7F. Sekarang sampai 7G.</p> <p>MY: iya mba, soalnya ada pemekaran kelas. Kelas 7 tambah 1 kelas. Dipilihnya juga karena mereka agak kurang dalam menangkap materi pelajaran. Jadi dipilih setiap kelasnya begitu ya buk.</p> <p>MY: iya. Jadi ya bisa di simpulkan, yang paling kurang dalam pemahaman materi bahasa inggris ya kelas 7G. Tapi</p>
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		<p>siswanya aktif mba. Mungkin memang agak bandel-bandel.</p> <p>R: ummm. Begitu bu, nanti saya juga minta ijin untuk melakukan observasi ya bu, untuk keperluan pra penelitian.</p> <p>MY: iya mba silahkan.</p> <p>R: kalo begitu saya permisi pulang ya bu. Assalammualaikum.</p>
# 2	<p>Date: October 22, 2010</p> <p>Time: 09.00</p> <p>P: teacher's room</p> <p>Rp: MY: Mrs. Yuliatun</p>	<p>R: selamat pagi bu.</p> <p>MY: selamat pagi mba, gimana?</p> <p>R: begini bu, setelah menimbang beberapa faktor untuk melakukan penelitian, saya meminta ijin kepada bu yuliatun untuk melakukan penelitian di salah satu kelas ibuk. Kemarin karena ada 2 guru, pak susenon dan bu yuliatun. Makanya saya memilih bu yuliatun sebagai kolabulator saya.</p> <p>MY: o ya ndak apa-apa mba. Nanti saya bimbing dan saya bantu dalam proses penelitian nya.</p> <p>R: terimakasih bu. Saya juga mau tanya bu, kesulitan ibuk dalam mengajar bahasa inggris di kelas 7 khusus nya dalam reading skill apa ya bu?</p> <p>MY: kalo dalam pengajaran bahasa inggris kendala nya banyak mba. Dari siswa sendiri sudah banyak. Inputnya rendah, motivasi belajarnya kurang. Kalo di kelas kadang harus galak dan tegas.</p> <p>R: kemarin saya sempat ke perpustakaan bu. Saya bertemu dan ngobrol dengan bu prawestri. Katanya adabuku pegangan dari sekolah ya bu?</p> <p>MY: iya mba. Anak-anak itu dipinjami buku paket dari sekolah, tapi kurang bersemangat kalo disuruh buka buku paket. Mereka juga bosan pakai buku paket pas pelajaran di kelas. Jadi saya sarankan, kalomba pakai nya reading skill, mending pakai worksheet aja mba. Terus yang ada gambarnya, biar mereka tertarik Anak-anak lebih senang dikasih reading text yang ada gambarnya mba, warna warni.</p> <p>R: kalo terkait dengan penguasaan vocabulary, gimana bu? Itu sebagai modal dasar untukbisa memahami reading.</p> <p>MY: o iya mba. Mereka itu rendah sekali penguasaan kosa katanya. Kalo mau dikasih bacaan ya yang simple-simple aja.</p> <p>R: ummm begitu ya bu.</p> <p>MY: ya nanti kalau mba nya bikin materi ya yang sesuai dengan mereka aja mba. Yang simple, tentang benda-benda disekeliling mereka. Jadi vocabulary nya nggak terlalu rumit. Jangan lupa pakai gambar mba.</p> <p>R: iya bu nanti saya berusaha menyesuaikan. Hari ini kita membicarakan kesulitan dalam pengajaran bahasa inggris dulu, terkait dengan reading skill. Besok kita membicarakan</p>

		<p>bahan ajarnya ya buk. sekarang saya permisi dulu ya buk. Terimakasih banyak MY: iya mba. R: assalammualaikum buk MY: wa'alaikumsalam mba</p>
# 3	<p>Date: October 25, 2010 Time: 09.30 P: teacher's room Rp: MY: Mrs. Yuliatun R: Researcher</p>	<p>R: selamat pagi buk MY: selamat pagi mba. O iya hari ini kita akan membahas tentang materi untuk lesson plan reading skill ya mba. R: iya buk, benar sekali. Ini, saya sudah membawa sk kd untuk siswa SMP kelas 1. Rencana saya, saya mau mulai penelitian di awal semester II. Brarti materi yang saya siapkan yakni materi untuk semester II ya buk? MY: iya mba. Materinya disesuaikan dengan sk kd untuk SMP</p>
# 4	<p>Date: October 28, 2010 Time: 08.00 P: teacher's room Rp: R: Researcher, MY: Mrs. Yuliatun</p>	<p>R: Selamat pagi buk. MY: selamat pagi mba. R: hari ini kita akan membahas materi untuk lesson plan. MY: o iya mba. Gimana? R: kalau sesuai dengan SK KD untuk anak SMP semester 2, materinya tentang text type buk. Text type untuk materi di awal semester 2 apa ya buk? MY: pakainya descriptive dan procedure. Mau mulai dengan descriptive atau procedure ndak apa-apa mba. Kalau saran saya procedure saja mba. Anak-anak lebih semangat kalau dikasih materi yang dekat dengan kegiatan mereka sehari-hari. Cara membuat teh, kopi atau mie instant, pasti mereka suka dan tertarik. Apalagi ditambah gambar, pasti lebih variative. R: o iya buk, kalau begitu text type untuk materinya kita tentukan procedure saja.</p>
# 5	<p>Date: November 18, 2010 Time: 08.00 P: teacher's room Rp: R: Researcher, MY: Mrs. Yuliatun, HM: Head Master</p>	<p>R: selamat pagi pak. HM: selamat pagi mba. R: begini pak saya mau meminta ijin untuk melakukan penelitian di SMPN 2 Pleret, khususnya kelas VIIG. HM: o, boleh-boleh saja mba. Mata pelajarannya apa mba? R: bahasa Inggris pak. Saya sudah meminta ijin kepada pak suseno dan bu yuliatun sebagai guru pengajar di kelas VII. HM: O ya sudah mba, kalau beliau-beliau sudah mengijinkan, saya selaku kepala sekolah mendukung penelitian ini. Saya doakan semoga lancar. R: Iya pak terimakasih banyak. HM: ngomong-ngomong kenapa mba ingin melakukan penelitian di sekolah ini? R: Begini pak. Setahun yang lalu, saya KKN PPL di sekolah ini. Saya mendapat kesempatan untuk mengajar kelas satu, dua dan tiga. Saya merasakan perbedaannya ketika harus</p>

		<p>mengajar masih-masing kelas. Waktu itu, kelas dua dan kelas tiga yang saya ajar sangat minim penguasaan kosakata dalam bahasa inggrisnya. Hal tersebut membuat mereka sulit memahami bacaan. Saya ingin meningkatkan reading skill mereka pak. Agar suatu saat mampu membaca materi-materi dalam internet. Atau buku yang berbahasakan bahasa Inggris. Biar mereka tidak ketinggalan.</p> <p>HM: lalu kenapa kelas tujuh mba?</p> <p>R: karena saya ingin mencoba meningkatkan reading skill dari tingkat terendah di SMP, yakni kelas tujuh pak. Agar siswa-siswi sudah mampu membaca dengan baik di kelas berikutnya. Kemampuan mereka bisa kembali terasah ketika duduk di kelas dua. Karena di kelas tiga, mereka sudah harus fokus ujian nasional.</p> <p>HM: o, bagus sekali itu mba. Ya saya meminta, kalau ada apa-apa, saya juga dikabari. Jadi komunikasi kita jalan, sehingga kalau ada masalah bisa cepat terselesaikan.</p> <p>R: iya pak. Terimakasih banyak. Kalau begitu saya minta ijin untuk menemui bu yuliatun ya pak.</p> <p>HM: o iya mba. Silahkan.</p> <hr/> <p>R: permisi bu yuli. Saya baru saja bertemu pak kepala sekolah. Saya sudah meminta ijin untuk melakukan penelitian. Hari ini saya mau menanyakan waktu dan jadwal penelitian.</p> <p>MY: iya mba, untuk kelas VIIG jadwal pelajaran bahasa inggrisnya setiap hari rabu jam ke-7 dan ke-8 kemudian hari kamis jam ke-5 dan ke-6. Mba nya bisa pakai jam itu mba.</p> <p>R: baik buk, terimakasih banyak.</p> <p>MY: sama-sama mba</p>
# 6	<p>Date: November 24, 2010 Time: 09.00 P: Teacher's room and classrom of VIIG Rp: R: Researcher, MY: Mrs. Yuliatun,</p>	<p>R: selamat pagi buk.</p> <p>MY. Selamat pagi mba. Kok pagi benar, datang ke SMP nya. Waktu observasi masih nanti jam 11.20 kan mba.</p> <p>R: iya buk, ndak apa-apa. Saya nanti mau ke perpustakaan juga buk. Mau liat lagi buku pegangan kels VII.</p> <p>MY: o,iya mba. Bukunya Let'.</p> <hr/> <p>R: permisi buk, sudah waktunya pelajarn bahasa inggris di kelas VIIG.</p> <p>MY: o iya mba. Mari, barengan ke kelasnya.</p> <p>R: iya buk</p> <hr/> <p>R: permisi buk, bisa minta waktunya sebentar</p> <p>MY: iya bisa.</p> <p>R: tadi saya sudah mengobservasi kegiatan pembelajaran bahasa inggris di kelas VIIG. Saya mencatat beberapa points buk. Ini saya jadikan sebagai hasil observasi saya tadi. Saya centang aktivitas ibuk, dan aktivitas anak-anak.</p> <p>MY: o iya mba.</p>

		R: kalau begitu sampai bertemu besok siang ya buk. Saya masih ada observasi satu kali lagi di kelas VIIG.
# 7	<p>Date: November 25, 2010 Time: 10.00 P: Classroom of VIIG Rp: R: Researcher, MY: Mrs. Yuliatun,</p>	<p>R: selamat siang buk. MY: selamat siang mba. Sudah siap untuk observasi lagi? R: sudah buk. MY: kalau begitu mari, bareng saya ke kelas. R: iya buk.</p> <hr/> <p>R: permisi buk. Observasinya sudah cukup dua kali. Saya mau tanya buk. Untuk penelitian saya besok. Yang akan mengimplementasikan actions saya, atau dalam kata lain yang akan mengajar siapa ya buk. Saya, atau ibuk? MY: saya manut saja mba. Ini penelitian tindakan kan mba? Atau apa mba istilahnya? Bisa dilakukan peneliti atau gurunya kan mba? R: action research buk. Iya buk. Action research yang collaborative itu bisa dilakukan peneliti, dengan persetujuan dari guru sebagai yang berwenang dikelas yang akan menjadi subject. Nanti saya minta tolong untuk mengisi observation guidelines ya buk, ketika saya mengajar. MY: iya mba. Ndak apa-apa. R: terimakasih banyak buk MY: sama-sama mba.</p>
# 8	<p>Date: December 1, 2010 Time: 09.00 P: teacher's room & classroom of VIIG Rp: R: Researcher, MY: Mrs. Yuliatun, S4: Amika, S6: Via, S7: Arum, S11: Farra</p>	<p>R: selamat pagi buk. MY: selamat pagi mba. Tumben sekali, ada janji dengan saya mba? R: o enggak buk. Saya mau meminta ijin ibuk sebagai wali kelas VIIG. Hari ini sepulang sekolah saya mau meminta ijin ibuk untuk mewawancarai murid-murid mengenai kegiatan belajar mengajar di kelas, khususnya reading. Saya juga mau mewawancarai tentang kesulitan mereka dalam kegiatan reading buk. MY: iya mba. Ndak apa-apa. Monggo, silahkan. R: terimakasih ya buk. MY: iya mba. Sama-sama.</p> <hr/> <p>R: selamat siang dek? Dengan dek siapa ini? S4: saya Amika mba. R: begini dek Amika, mba mau tanya. Bahasa Inggris itu sulit nggak dek untuk dipelajari? S4: ⁽¹⁾iya mba, sulit. S: terus dalam pelajaran bahasa inggris kesulitannya apa aja? S4: yang paling sulit itu cara ngomongnya mba. Aku nggak ngerti cara baca kata-kata bahasa inggris. Kata-katanya sulit-sulit, aku nggak ngerti artinya apa. R: kalau kesulitan tentang reading skill apa dek?</p>

		<p>S4: maksudnya kemampuan membaca? Kalau itu ya jelas kata-katanya mba. Aku nggak ngerti artinya. ⁽⁶⁾Jadi susah tau text nya ngomongin apa.</p> <p>R: kalau ini, namanya dek siapa?</p> <p>S6: Via mba.</p> <p>R: kalau kesulitan dek Via dalam pelajaran bahasa inggris apa? Khususnya reading?</p> <p>S6: kata- katanya mba. ⁽²⁾Vocabnya. Aku gak tau banyak. ⁽⁴⁾Nggak ngerti juga cara bacanya. ⁽³⁾Jadi nggak PD mba aku kalau mbaca text bahasa inggris.</p> <p>R: ini, dek siapa?</p> <p>S7: saya Arum mba.</p> <p>R: Kalau kesulitan dek arum dalam pelajaran bahasa inggris apa dek?</p> <p>S7: saya senang mba sama bahasa inggris. Kalau sudah tau maksud dari bacaan, saya jadi lebih mudah memahami. Itu yang bacaannya ada gambar-gambarnya gitu. Kalo enggak ya aku nggak ngerti maksudnya. Soalnya kadang ada bacaan yang gak ada gambar sama sekali. Aku jadi nggak dong.</p> <p>R: kalau adek yang ini, gimana dek. Kesulitan apa yang sering muncul kalau pelajaran bahasa inggris? Namanya siapa dek?</p> <p>S11: nama saya Farra mba. Ya sama. Sebenarnya saya juga suka pelajaran bahasa inggris. ⁽⁸⁾Cuma kadang bosan mba sama buk yuliatun. ⁽⁹⁾Bosen pakainya buku pegangan terus. Anak laki-laki yang ramai, kadang malah suka dicubit. Cara ngomongnya aja salah mba bu yuliatun itu. Bahasa inggrisnya itu medhok banget. Jawa banget.</p> <p>R: o begitu ya dek. Terimakasih banyak ya dek atas wawancaranya.</p> <p>Ss: iya mba. Sama-sama.</p>
# 9	<p>Date: December 3, 2010 Time: 08.00 P: teacher's room Rp: R: Researcher, MY: Mrs. Yuliatun</p>	<p>R: selamat pagi bu.</p> <p>MY: selamat pagi mba. Gimana, ada yang bisa saya bantu?</p> <p>R: ini buk, saya mau menyerahkan lesson plan untuk tiap cycle. Sebelumnya, lesson plan saya ini juga sudah saya konsultasikan pada dosen pembimbing skripsi saya.</p> <p>MY: o ya mba. Sudah bagus. Teknik pengajarannya pakai PPP ya mba. Jadi mungkin mba nya bisa lebih diperinci lagi kegiatannya apa aja.</p> <p>R: iya buk. Nanti saya coba revisi. Kalau untuk materinya sendiri bagaimana buk? Sudah sesuai atau belum?</p> <p>MY: kalau materinya saya rasa ini sudah cukup ya mba ya.</p>

		<p>Murid-murid di sini masih rendah penguasaan vocabnya. Ya yang simple-simple seperti ini saja sudah bagus mba. Nanti mba nya jangan lupa kasih gambar ya mba.</p> <p>R: o iya buk. Nanti saya akan membaca foto tentang cara membuat teh dan mie. Seperti yang ada di lesson plan ini.</p> <p>MY: baik itu mba. Biar anak-anak lebih jelas dan tertarik.</p> <p>R: iya buk. Mengenai jadwal penelitian brarti fix bulan januari tahun depan ya buk?</p> <p>MY: iya mba. Betul sekali karena mulai tanggal 3 Desember 2010 siswa-siswi sudah Ujian. Kemudian tanggal 18 Desember penerimaan rapor dan libur sekolah mulai tanggal 20 Desember sampai tanggal 2 Januari 2011.</p> <p>R: baik kalau begitu, saya permisi dahulu ya buk terimakasih banyak.</p> <p>MY: iya mba, sama-sama.</p>
# 10	<p>Date: December 18, 2010</p> <p>Time: 10.30</p> <p>P: teacher's room</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun</p>	<p>R: selamat pagi buk.</p> <p>MY: selamat pagi mba. Sebentar ya mba, ditunggu dulu.</p> <p>R: iya buk ndak apa-apa.</p> <p>MY: nah gimana mba?</p> <p>R: begini buk, saya mau menyerahkan hasil revisian saya tentang lesson plan. Ini saya kasih photo buk, agar siswa lebih tertarik dengan pelajaran yang akan saya berikan nanti.</p> <p>O iya buk, selain itu, kalau semuanya lancar saya rencananya memakai dua siklus dalam AR ini. Setiap siklus atau setiap cycle nya saya ada dua kali pertemuan. Saya sesuaikan dengan jadwal mengajar ibuk di kelas VIIG, yakni hari rabu dan kamis.</p> <p>MY: iya mba, berarti nanti saya sebagai yang memantau ya mba?</p> <p>R: iya buk. Ini saya sudah buat materinya semua tentang procedure text buk. Yang sesuai dan dekat dengan kegiatan sehari-hari</p>
# 11	<p>Date: January 3, 2011</p> <p>Time: 09.30</p> <p>P: teacher's room</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun</p>	<p>R: selamat pagi buk</p> <p>MY: selamat pagi mba.</p> <p>R: ini buk, hasil RPP yang saya buat untuk mengajar di kelas VIIG. Ini juga bentuk pre test dan post test nya.</p> <p>MY: kok sama mba?</p> <p>R: iya buk. Bentuk pre test nya sama dengan post test nya. Biar mengukurnya juga mudah. Apakah ada peningkatan atau tidak setelah saya lakukan action pada tiap cycle nya. Selain itu saya sudah menyiapkan task kok bu.</p> <p>MY: task untuk apa mba? Ou ini.</p> <p>R: iya buk. Jadi setiap cycle saya beri task. Jadi itu juga bisa dijadikan parameter, apakah ada peningkatan dalam reading comprehension siswa atau tidak buk.</p>

		<p>MY: o iya mba. Terus rencana pre test nya kapan mba?</p> <p>R: kalau insyaalloh hari kamis buk. Bagaimana buk?</p> <p>MY: o ya ndak apa-apa mba.</p> <p>R: nanti saya siapkan worksheet untuk pre test nya buk.</p> <p>MY disiapkan 25 bendel mba. Kelas VIIG muridnya Cuma 24 kok.</p> <p>R: iya buk. Terimakasih banyak.</p> <p>MY: ya. Sama-sama.</p>
# 12	<p>Date: January 5, 2011</p> <p>Time: 09.00</p> <p>P: teacher's room</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun</p>	<p>R: selamat pagi buk?</p> <p>MY: selamat pagi mba.</p> <p>R: ini buk. Saya mau menyerahkan fix lesson plan saya. Ini sudah di revisi dosen pembimbing saya.</p> <p>MY: iya mba. Kemarin sudah di revisi yang saya minta?</p> <p>R: sudah buk. Kalau begitu sampai bertemu besok ya buk. Untuk melaksanakan pre test.</p> <p>MY: iya mba.</p>
# 13	<p>Date: January 6, 2011</p> <p>Time: 09.30</p> <p>P: teacher's room & classroom of VIIG</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Students of VIIG</p>	<p>R: selamat pagi bu.</p> <p>MY: selamat pagi mba. Gimana sudah siap?</p> <p>R: sudah bu.</p> <p>MY: kalau begitu nanti jam 10 saya dampingi ke kelas.</p> <p>R: iya bu.</p> <hr/> <p>MY: mari mba, sudah jam 10.</p> <p>R: iya bu.</p> <hr/> <p>MY: Good morning class.</p> <p>Ss: Good morning Mrs. Yuli.</p> <p>MY: yak, hari ini ada mba dari UNY yang akan melakukan penelitian. Penelitiannya tentang bahasa inggris. Nanti silahkan perkenalan dengan mba nya ya. Silahkan mba.</p> <p>R: iya buk. Terimakasih waktunya.</p> <p>R: oke class. Good morning.</p> <p>Ss: Good morning.</p> <p>R: how are you today?</p> <p>Ss: I'm fine thankyou and you?</p> <p>R: great. I'm fine too. Thankyou. Well my name is Paramita Rizkie Prihasiwi. You can call me Ms. Mita. Today, I would like to give you worksheet. Then, you have to answer the questions on it. Are you ready?</p> <p>Ss: Miss. Kita gak tahu maksudnya apa? Pakai bahasa indonesia aja Miss.</p> <p>R: oke. Miss pakai bahasa indonesia. Tapi harusnya kalau pelajaran bahasa inggris, bahasanya ya pakai bahasa inggris. Nanti miss campur ya. Pakai bahasa inggris dan bahasa indonesia.</p> <p>Ss: yes miss.</p> <p>R: nah itu bisa.</p>

		<p>Ss: heheheheh kan Cuma yes.</p> <p>R: kalau begitu, diusahakan pakai bahasa inggris. Kalau nggak bisa, baru pakai bahasa indonesia.</p> <p>Ss: tanya-tanya temen nggak apa-apa miss?</p> <p>R: iya nggak apa-apa. Sekarang miss minta, kalian mengambil alat tulis. Habis itu soal di worksheet ini dikerjakan sebaik-baiknya.</p> <p>Ss: wah, pakai worksheet. brarti nggak di buku kan miss?</p> <p>R: nggak dek.</p> <p>Ss: asik. Susah-susah nggak miss.</p> <p>R: nggak kok. Mudah-mudah. Dikerjakan sebisanya ya. Tapi nggak boleh nyontek. No cheating please.</p> <p>Ss: iya miss</p> <hr/> <p>Ss: waktunya sampai jam berapa miss. Sampai jam 11.20 tapi kalau sebelum jam itu sudah selesai, ya dikumpulkan saja.</p> <p>Ss: wah, susah e miss. Ini pertanyaannya susah-susah. Nggak ngerti aku maksudnya apa?</p> <p>R: Ya dikerjakan sebisanya dek.</p> <p>Ss: miss <i>make</i> itu artinya apa? <i>Put</i> itu apa artinya miss? <i>Milk</i> itu apa miss, susu?</p> <p>R: dikerjakan dulu dek sebisanya. Mudah-mudah kan dek, nggak susah.</p> <p>Ss: wah susah ini maksudnya apa miss.</p> <hr/> <p>R: oke. The time is up. Collect your worksheet, please.</p> <p>Ss: waaa. Ini pasti salah semua miss. Susah-susah.</p> <p>R: nggak apa-apa. Yang penting dikerjakan sendiri, nggak nyontek.</p> <p>Ss: iya miss</p> <p>R: oke. Thankyou for the time. See you next week. Have a nice day. Wss</p> <p>Ss: see you miss. Wss</p>
# 14	<p>Date: January 12, 2011</p> <p>Time: 09.00</p> <p>P: teacher's room & classroom of VIIG</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Students of VIIG, S6: Via, S7:</p>	<p>R: selamat pagi bu.</p> <p>MY: selamat pagi mba. Sudah siap belum?</p> <p>R: <i>sampun</i> buk. Sudah siap semuanya. Handout untuk anak-anak juga sudah siap. Worksheet yang berisi task juga malah sudah saya siapkan.</p> <p>MY: tapi masih jam pelajaran ke-7 dan ke-8 mba. Gimana? Mau di tunggu disini saja?</p> <p>R: ndak bu. Saya ke ruang perpustakaan saja. Sambil baca-baca buku.</p> <p>MY: o, ya sudah kalau begitu.</p> <hr/> <p>R: permisi.</p> <p>MY: o iya mba. Mari saya dampingi ke kelasnya.</p> <p>R: ini buk, lembar observasinya. Nantiminta tolong ibuk untuk mencentang yang saya lakukan di kelas ya buk.</p>

	<p>Arum, S17: Nurul, S22: Wahyu, S23: Wulan</p>	<p>Sebagai pengontrol yang saya rencanakan dengan yang saya lakukan di kelas. Apakah sudah sesuai atau belum. MY: o ya mba. Tinggal centangkan. Mari mba. R: iya buk.</p> <hr/> <p>MY: Good morning class? Ss: good morning Mrs. Yuli. MY: ya, hari ini mba yang dari UNY kemarin akan mengajar kalian. Jadi diperhatikan ya. Ss: ya buk. R: good morning students? Ss: Good morning Miss.Mita. R: How are you today? Ss: I'm fine thank you and you? R: I'm fine too thank you. Great. Oke today, we will learn about procedure text. Nah, what is procedure text? Ss: wah miss, pakai bahasa indonesia aja. R: hm, oke, miss translate ya. Hari ini, kita akan belajar tentang procedure text. Nah, kalian tahu, apa itu procedure text? Ss: enggak miss. Apa ya? R: miss kasih contohnya. How to make an instant noodle, how to make a cup of tea, how to make a cup of coffee. Itu adalah contoh-contoh procedure text. Ss: brarti tentang cara-cara ya miss? R: iya benar. Tentang langkah-langkah untuk membuat sesuatu. Nah, the theme of our lesson is foods and drinks. Temanya adalah tentang bagaimana membuat makanan atau minuman. Kira-kira, siapa yang di rumah yang sering buat teh? Atau kopi? Atau mi goreng? Ss: saya miss, saya. R: good, so, what do you need to make a cup of tea? Apa yang kalian butuhkan untuk membuat teh? Ss: teh, gula, sendok, cangkir, air. Apa lagi ya miss. R: great. Nah kalau di bahasa inggris itu apa aja? Tea, sugar, spoon, a cup, some water. Kalau untuk membuat teh, langkah-langkah apa yang kalian lakukan? Ss: merebus air. Menuangkan ke dalam cangkir. Masukkan teh celupnya. Dikasih gula. Diaduk. Jadi miss R: excellent! All of you have already known the steps to make a cup of tea. Tapi kalau cara-cara tadi di inggris, bisa dek? Ss: wah, enggak miss. Sulit. R: ya miss bantu nanti. Now, who can answer my questions? Siapa yang mau angkat tangan? Ss: pakai bahasa indonesia aja miss. R: what's your name?</p>
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	<p>S23: Wulan miss. R: What do you prepare to make a cup of tea? S23: pakai bahasa inggris ya miss ya? R: yes. S23: saya nggak bisa e miss. R: hm, dicoba jawab ya dek. Salah enggak apa-apa, yang penting sudah berusaha. Nanti miss bantu kok. S23: yes miss. R: oke. Now, i will distribute a worksheet for you. Ss: apa miss. Pakai buku paket ya miss? R: enggak, pakainya lembar kerja. Ini, can you help me? Ss: sini miss, tak bantuin.</p> <hr/> <p>R: oke then. Sekarang kalian baca reading text tentang how to make a cup of tea secara pelan. Coba dibaca dalam hati dahulu, di scanning. Kata-kata yang miss pakai juga tidak terlalu sulit kok. S6 & S7: iya miss. Miss, <i>pour</i> itu apa artinya? <i>Prepare</i> itu apa miss? <i>Stir</i> itu maksudnya apa miss? Malah jadi nggak ngerti kalau gini! R: oke, take it easy. Pada dasarnya paham enggak dengan bacaannya? Ss: ini tentang cara buat teh-kan miss. Ya paham. Tapi kalau detailnya aku jadi nggak paham. Iya miss kita enggak paham. Banyak kata-kata yang kita enggak tahu artinya. O iya miss, boleh buka kamus? R: kalian bawa kamus? Ss: iya miss. R: kamusnya disimpan dahulu di dalam tas. Nanti kalau sudah saatnya memakai kamus, miss beritahu. Ss: lha ini nggak ngerti artinya e miss. R: iya, later. Nanti ya dek. Sekarang, dibaca dengan lebih teliti dahulu reading textnya. Ada yang ingin maju ke depan untuk membaca text ini? S17: enggak ah miss. Malu. Gak PD aku. R: ada yang masih mau mencoba membaca di depan kelas. Biar temen-temenya menyimak dan memperhatikan cara pengucapannya. Ss: di kasih tahu dulu miss cara bacanya gimana. R: alright. Now, what's your name? S22: Wahyu. R: wahyu can you go to the board and read the reading tex? S22: maksudnya miss? R: maju ke depan dan membaca text. S22: wah saya nggak bisa miss. R: it's oke. Nanti miss bantu. S22: dikasih contoh dahulu miss.</p>
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		<p>R: oke.</p> <hr/> <p>R: now, who want to be volunteer to read the text in front of the class?</p> <p>Ss:.....</p> <p>R: wahyu. Can you read this reading text in front of the class?</p> <p>S22: malu e miss.</p> <p>R: ya kan sudah miss berikan contoh cara mengucapkannya tadi. Nanti kalau masih tidak bisa, miss bantu.</p> <p>S22: iya miss.</p> <hr/> <p>R: baik dek. Sekarang miss minta kalian kembali membaca reading text. Coba diidentifikasi kata-kata yang digarisbawahi sesuai dengan kelas kata.</p> <p>Ss: kelas kata itu apa miss maksudnya?</p> <p>R: sesuai dengan yang ada di dalam tabel. Kelas kata, dalam bahasa inggris istilahnya part of speech. Ada noun, yakni kata benda, verb yakni kata kerja, dan adjective yakni kata sifat. Kegiatan ini dinamakan vocabulary building. Jadi nanti dengan satu kata, adek-adek bisa menambah vocabulary dengan menambahkan imbuhan atau pun akhiran. Dan atau keduanya.</p> <p>Ss: caranya gimana miss?</p> <p>R: perhatikan kata-kata yang digarisbawahi didalam reading text. Pilih satu kata yang tepat sesuai dengan kelas katanya dengan kata yang sudah ada di dalam table.</p> <p>Ss: ouw. Begitu to miss.</p> <p>R: ya, silahkan kalian bekerja berpasangan. Sesuai dengan dengan teman sebangku saja.</p> <p>Ss: yes miss</p> <hr/> <p>Ss: lalu miss, masih ada kata-kata sulit yang kami nggak ngerti artinya. Itu lho miss yang selain digarisbawahi.</p> <p>R: oke then, untuk kata-kata sulit selain yang digarisbawahi kita akan mengerti artinyas dengan melakukan kegiatan deducing meaning from the context.</p> <p>Ss: apa itu miss?</p> <p>R: nah, kita akan mencari arti kata-kata sulit yang terdapat di dalam reading text dengan memperhatikan context clues.</p> <p>Ss: contoh context clues itu seperti apa miss?</p> <p>R: contohnya seperti kalimat yang ada di sekitar kata-kata sulit tersebut. Phrase, atau gambar juga bisa.</p> <p>Ss: kayaknya menarik itu miss</p> <p>R: iya, jadi ketika nanti adek-adek ujian, kan tidak diperbolehkan membawa dan menggunakan kamus. Jadi, kalau ada kata-kata sulit dalam reading text. Bisa pakai teknik reading yang seperti itu. Dan diharapkan bisa lebih paham tentang reading text yang dibaca.</p>
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	<p>Ss: kalau <i>pour</i> miss, artinya apa?</p> <p>R: nah, <i>pour the water</i>. Kira-kira kalau air akan kita pindah dari teko ke cangkir, diapakan?</p> <p>Ss: dituang miss.</p> <p>R: great! Yup. <i>Pour</i> adalah tuangkan.</p> <p>Ss: wah asik ya miss. Tapi miss nya juga harus bantu ya miss.</p> <p>R: iya, dicoba sendiri. Nanti kalau nggak bisa, bisa tanya miss.</p> <p>Ss: iya miss.</p> <p>R: kalau sudah selesai mengerjakan Task 2. Kerjakan task 3 ya. Kalian harus memilih kata yang tepat sesuai dengan kelas kata dan jangan lupa diperhatikan context atau situasinya. Read the instruction please.</p> <p>Ss: diapakan miss? Di bundari atau dicoret?</p> <p>R: dilingkari saja.</p> <p>R: oke class. The time is up. Sekarang silahkan istirahat dulu. Nanti kegiatannya kita lanjutkan setelah istirahat.</p> <p>Ss: iya miss.</p> <hr/> <p>R: let's continue our lesson, class. Mari kita lanjutkan pelajaran.</p> <p>Ss: yes mis.</p> <p>R: well, now, kalian melanjutkan mengerjakan soal dari task 3 ya. Finish?</p> <p>Ss: belum miss.</p> <p>R: not yet maksudnya.</p> <p>Ss: iya, not yet.</p> <hr/> <p>R: oke class, sekarang mari kita melanjutkan mengerjakan task berikutnya. Task berikutnya, yakni Task 4. I want you to choose the correct answer. You may circle the correct answer. There are five questions. Ada lima pertanyaan. Use deducing meaning from the context technique to find the answer, oke?</p> <p>Ss: yes miss. Ini nomer dua maksudnya blablabla apa miss?</p> <p>R: perhatikan kalimatnya. Kalian diminta menemukan kata <i>blablabla</i> agar sesuai dengan kalimatnya. Perhatikan context clues yang ada dalam kalimat tersebut.</p> <p>Ss: terus miss?</p> <p>R: kata apa yang bisa diganti dengan <i>blablabla</i> tersebut. Context clues atau kata-kata yang bisa jadi petunjuk apa?</p> <p>Ss: mi sama seasoning. Seasoning itu apa miss?</p> <p>R: bumbu. Nah banar, setelah itu, biasanya kalau masak mie instant lalu diapakan sama bumbunya?</p> <p>Ss: o iya miss, aku tahu. Dicampur!</p> <p>R: shttttt. Jangan keras-keras, nanti temen-temen lainnya tahu. Nah sekarang coba dikerjakan sendiri. If you finish</p>
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		<p>continue Task 5. Kalau sudah selesai lanjutkan Task 5.</p> <p>Ss: Task 5 diminta menjawab miss?</p> <p>R: yes, right. Try to answer use complete sentence. Oke?</p> <p>Ss: diajari ya miss. <i>Does</i> itu apa e miss?</p> <p>R: dibaca dulu pertanyaannya apa.</p> <p>Ss: what does the text tell about?</p> <p>R: the text tells about.....</p> <p>Ss: o, gitu miss. Maksudnya apa?</p> <p>R: maksudnya, text yang kalian baca tadi menceritakan tentang apa?</p> <p>Ss: how to make a cup of tea?</p> <p>R: yup. Answer it right now. Lanjutkan sampai nomer lima ya.</p> <p>Ss: nomer dua maksudnya apa miss? <i>Suggested</i> itu apa miss?</p> <p>R: <i>suggested</i> itu artinya disarankan. Langkah pertama apa yang disarankan oleh penulis?</p> <p>Ss: o, yes miss.</p> <p>R: finish?</p> <p>Ss: yes miss.</p> <p>R: oke, who wants to answer the question Task 2 number one? Raise your hand please.</p> <p>S:</p> <p>R: karena tidak ada yang mau angkat tangan untuk menjawab, mari kita membahasnya bersama-sama.</p> <p>R: well, class. Hari ini kita sudah belajar tentang penggunaan teknik deducing meaning from the context dan vocabulary building. Tujuannya agar kalian lebih mudah memahami bacaan dengan menggunakan teknik tersebut. Ada pertanyaan?</p> <p>Ss: tidak miss.</p> <p>R: kalau tidak ada pertanyaan, sebagai pekerjaan rumah, miss minta kalian mencari satu kegiatan rumah yang biasa dikerjakan sehari-hari. Kemudian ditulis di buku tulis.</p> <p>Ss: ya miss.</p> <p>R: baik, masukkan worksheet kalian ke dalam tas. Text yang ada, dijadikan sebagai bahan referensi. Kita tutup pelajaran dengan membaca doa.</p>
# 15	<p>Date: January 13, 2011</p> <p>Time: 09.00 & 10.00-11.20</p> <p>P: teacher's room & classroom of</p>	<p>R: selamat pagi bu Yuli</p> <p>MY: selamat pagi mba. Sudah siap untuk mengajar lagi?</p> <p>R: sudah bu. Saya sudah mempersiapkan bahan ajar untuk hari ini.</p> <p>MY: hari ini kegiatannya apa mba? Masih pakai lembar observasi?</p> <p>R: hari ini kegiatannya masih melanjutkan membahas ciri kebahasaan procedure text bu. Kemudian dilanjutkan</p>

<p>VIIG Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Students of VIIG, S16: Novita Dwi, S19: Risky Hidayat, S8: Astri, S3: Aji S</p>	<p>dengan mengerjakan soal. Masih bu, ini lembar observasinya. MY: o, brarti masih satu rangkaian kegiatan sama rabu kemarin mba? R: iya bu. Saya sudah menyiapkan worksheet bu, untuk anak-anak. MY: o ya sudah kalau begitu. Masih beberapa menit mba, mau ke perpustakaan lagi? Atau sini aja, nunggu di ruang guru. R: saya menunggu di perpustakaan saja bu.</p> <hr/> <p>MY: mari mba, sudah saatnya. R: iya buk. MY: saya serahkan sama mba mita ya. R: iya buk. R: good morning class? Ss: good morning miss mita. R: how are you today? Ss: i'm fine, thankyou and you? R: great, I'm fine too thankyou. Well class, who is absent today? Yang tidak masuk siapa hari ini? Ss: nggak ada miss. Masuk semua kok. R: baik, ada yang masih ingat kemarin kita membahas tentang apa? Ss: tea miss. Kita ada PR lho miss. R: ya nanti PR nya miss check satu persatu. Nah, ada yang bisa menjawab tema bahasan kita kemarin? S16: how to make a cup of tea miss. R: great Novita. Now, apa yang kalian siapkan untuk membuat teh? Ada yang mau menjawab? Rio? Wawan? Amika? Ss:..... R: well, kalau tidak ada miss tunjuk saja ya. Risky Hidayat, apa yang kamu perlu siapkan untuk membuat teh? S19: bahasa inggris miss? R: yes S19: tea, water, cup, sugar, spoon. Apa lagi ya miss? R: oke, that's enough. Sekarang, tell me, how to make a cup of tea? Astri? S8: semuanya miss> pakai bahasa inggris? R: yes. S8: boil the water. Pour the water. Add sugar. Hmmmmmm, aduk apa miss? Aku lupa. Yang terakhir enjoy. R: ada yang bisa bantu aduk itu bahasa inggrisnya apa? Ss: stir miss. R: excellent! Ss: (smile) R: oke, now I want you to take your worksheet from your</p>
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	<p>bag. Sekarang dikeluarkan worksheet kalian yang miss bagi kemarin.</p> <p>Ss: ada yang gak bawa e miss.</p> <p>R: kalau tidak bawa. Share your worksheet to your friends. Dipinjamkan, atau satu untuk berdua. Hari ini, kita akan membahas mengenai structure dari procedure text. Atau lebih tepatnya mengenai ciri kebahasaan procedure text. ada yang sudah tahu ciri-ciri procedure text itu apa aja?</p> <p>Ss: apa miss?</p> <p>R: well, procedure text describes how something is accomplished through a sequence of actions or steps. Atau bahasa indonesianya, procedure text yaitu text yang memuat cara-cara atau langkah-langkah dari suatu kegiatan. Untuk menghasilkan sesuatu. Ya contohnya how to make a cup of tea. Procedure text yang kita bahas kemarin yakni tentang how to make a cup of tea. Memuat langkah-langkah atau cara-cara yang memandu kita cara membuat teh.</p> <p>Ss: o, begitu miss.</p> <p>R: yup, di worksheet kalian, ada beberapa ciri kebahasaan dari procedure text. Dibaca dulu. Any questions?</p> <p>Ss: no miss. Nggak ada.</p> <p>R: nah, kalau tidak ada. I want you to keep your worksheet in your bag. Dimasukkan ke dalam tas ya worksheetnya.</p> <p>Ss: ya miss.mau dapet lagi ya worksheetnya? Asik...</p> <p>R: yes, now. Help me to distribute these worksheet.</p> <p>Ss: satu-satu miss?</p> <p>R: Yes. Sudah semuanya? Oke, now, kerjakan soal-soal dari task satu sampai task tiga. Read the instruction. Dibaca perintahnya ya. Kalau ada pertanyaan, silakan tanya miss mita.</p> <p>Ss: yes miss. Ini sama kayak kemarin kan miss perintahnya. Caranya juga sama kayak kemarin kan miss?</p> <p>R: yes, you're right.</p> <p>Ss: kalau nggak bisa gimana miss? Dibantu ya miss.</p> <p>R: dikerjakan dahulu sebisa kalian, semaksimal mungkin. Dikerjakan sendiri ya. No cheating!</p> <p>R: dek susah enggak ngerjain soalnya?</p> <p>S3: susah Miss, kita nggak pernah menjawab pertanyaan yang seperti gini – gini?</p> <p>R: kemarin sudah Miss jelaskan caranya. Coba sekarang dibaca pelan – pelan, kemudian di jawab pertanyaan itu.</p> <p>S3: iya Miss. Ini aku juga lagi usaha.</p> <hr/> <p>R: oke, finish?</p> <p>Ss: yes miss.</p> <p>R: now, change your worksheet to your friend. Ditukarkan.</p> <p>Ss: dinilai miss?</p>
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		<p>R: iya, tentu saja. Sekarang diwajib lisan ya.</p> <p>Ss: siap miss.</p> <p>R: Yang bisa dan mau menjawab angkat tangan kalian. Dimulai dari Task 1 nomer satu. Ada yang mau jawab?</p> <p>Ss:..... bareng-bareng aja miss. Kalo satu-satu angkat tangan malu e.</p> <p>R: ya harus satu-satu. Ada tidak yang mau menjawab? baik, kalau tidak ada miss tunjuk aja ya. Tapi kalau ada yang mau menjawab silahkan angkat tangan.</p> <hr/> <p>R: oke class. Kalau sudah selesai. Silahkan yang paling belakang maju ke depan sekalian mengumpulkan worksheet di meja miss mita.</p> <p>R: kalau sudah, masih ada waktu sepuluh menit. Miss minta kalian mengisi lembar kertas ini, tentang komentar kalian selama miss ajar.</p> <p>Ss: dari kapan miss? Dari minggu lalu?</p> <p>R: no, dari hari rabu kemarin.</p> <p>Ss: apa aja boleh ditulis miss</p> <p>R: yes, apa aja.</p> <p>Ss: sudah miss.</p> <p>R: kalau sudah dikumpulkan kedepan ya. Jangan lupa, waktu istirahat kedua,miss minta waktunya untuk wawancara. Okey?</p> <p>Ss: okey miss.</p> <p>R: well class. The time is up. See u next week. Wassalamualaikum wr.wb. good afternoon.</p> <p>Ss: good afternoon miss.</p>
# 16	<p>Date: January 13, 2011</p> <p>Time: 11.30 – 12.00 & 12.00 – 12.20</p> <p>P: teacher's room & classroom of VIIG</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Students of VIIG, S6: Ari N, S8: Atri N, S15: Nifah</p>	<p>R: selamat siang bu.</p> <p>MY: selamat siang mba.</p> <p>R: saya mau minta ijin bu, untuk melakukan wawancara dengan ibu mengenai proses belajar mengajar di kelas VIIG.</p> <p>MY: o iya mba.</p> <p>R: nanti saya juga minta ijin bu, untuk melakukan wawancara dengan anak-anak VIIG.</p> <p>MY: iya mba ndak apa-apa, monggo silahkan.</p> <p>R: bagaimana tanggapan ibu mengenai proses belajar mengajar di kelas tadi bu, khususnya yang berhubungan dengan reading atau kegiatan membaca?</p> <p>MY: menurut saya mungkin kurang maksimal ya mba. Dalam artian masih banyak siswa yang belum fokus dan memperhatikan penjelasan dari mba mita tadi.</p> <p>R: mengenai kegiatan saya yang pertama bagaimana bu?</p> <p>MY: yang mana mba? Yang bertanya kepada siswa dan siswa harus menjawab?</p> <p>R: iya betul bu.</p> <p>MY: menurut saya sudah bagus, tapi yang jawab pertanyaan</p>

	<p>masih sedikit. Dan yang jawab itu-itu aja anaknya. Mereka yang jawab itu sudah lumayan aktif mba.</p> <p>R: benar bu, saya juga merasakan hal yang sama. Kemudian kalau kegiatan vocabulary buildingnya bu?</p> <p>MY: bagus itu mba kegiatannya. Anak-anak tadi masih nggak paham yang dimaksud dengan verb mana, yang dimaksud dengan noun dan adjective yang mana. Jadi susah buat mereka mengidentifikasi. Ya, untungnya sama mba mita sudah dijelaskan. Diperbanyak saja mba kegiatan tentang vocabulary nya, yang buat mereka lebih menguasai kosakata.</p> <p>R: iya bu, nanti saya jadikan masukan untuk di cycle keduanya. Lalu mnegenai kegiatan deducing meanings from the context bagaimana bu?</p> <p>MY: yang itu tadi teknik yang bagus mba, mereka itu kesulitan dengan kata-kata sulit yang ada dalam reading text. kalau sudah menemui kata yang seperti itu, biasanya mereka terus ogah-ogahan baca.</p> <p>R: kalau begitu perlu dimaksimalkan ya bu?</p> <p>MY: tentu iya mba. Besok di coba lagi saja. Anak-anak juga terlihat senang kok mba, mba mita pakai worksheet.</p> <p>R: iya bu, atas masukan dari bu Yuli, saya memakai worksheet. kalau begitu terimakasih ya bu, atas wawancara hari ini. Saya meminta ijin ketemu dengan anak-anak dulu.</p> <p>MY: ya mba.</p> <hr/> <p>R: permisi dek, miss mita mau tanya-tanya sedikit mengenai kegiatan kita tadi (selama cycle 1)</p> <p>Ss: o iya miss. Dengan dek siapa ini?</p> <p>S15: Nifah miss.</p> <p>R: gimana dek Nifah tadi pelajaran bahasa Inggrisnya?</p> <p>S15: gampang – gampang sulit Miss? Karena kita baru kali ini belajar yang seperti itu.</p> <p>R: maksudnya gimana dek? Lha bu guru biasanya memberi pelajarannya gimana? Khususnya kegiatan membaca ya dek.</p> <p>S15: Biasanya bu Yuli langsung memberitahukan arti dari kata – kata sulit miss. Kalo kita nggak pada ngerti ya langsung dikasih tahu.</p> <p>R: brarti langsung translate ya dek?</p> <p>S15: iya Miss.</p> <p>R: biasanya pakai kamus nggak dek.</p> <p>S15: Pakai miss, tapi ya sama aja kadang tetep susah. Tapi Miss dari kemarin juga udah kasih tahu kita cara – caranya biar kita bisa mengerjakan sendiri. Nggak tanya-tanyak guru apa liat kamus. Tapi lupa – lupa ingat caranya e Miss, hehehehehe.</p> <p>R: lebih suka yang mana cara pengajarannya dek?</p>
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		<p>S15: saya lebih suka yang Miss ajarkan. Soalnya kalau pas kita mengerjakan ulangan, kita tidak diperbolehkan membawa kamus bahasa inggris dan guru juga tidak memberikan arti kata sulit seperti pelajaran biasa. Jadi cara yang Miss ajarkan tadi sangat membantu.</p> <p>R: siang dek, ini dengan dek siapa ya?</p> <p>S6: Ari miss.</p> <p>R: boleh minta waktunya sebentar?</p> <p>S6: iya miss, ndak apa-apa.</p> <p>R: miss memperhatikan dek ari selama proses belajar mengajar. Waktu kegiatan questions and answers, kenapa tidak ikut menjawab pertanyaan dek?</p> <p>S6: iya Miss. Sebenarnya aku pengen menjawab pertanyaan tapi bingung. Kosa kata bahasa Inggris ku nggak banyak jadi aku jawab pakai Bahasa Indonesia.</p> <p>R: dicoba jawab aja nggak apa-apa dek. Atau tanyak miss dulu, baru mengajukan jawabannya.</p> <p>S6: iya miss, besok aku coba lagi aja.</p> <p>R: kalau ini dek siapa?</p> <p>S8: Astri miss.</p> <p>R: dek Astri, senang nggak dek belajar pakai worksheet?</p> <p>S8: iya Miss. Aku senang. Aku bosan pakai buku. Soalnya bu guru sering pakai buku paket. Jadi males, itu itu terus yang dipakaiR: terus, tambah semangat belajar bahasa Inggris nggak waktu Miss bagikan worksheet?</p> <p>S8: iya Miss. Soalnya caranya beda. Jadi berasa ganti suasana. Dulu monoton kegiatannya, Cuma pakai buku paket itu. Jadi males.</p> <p>R: dek Ari juga senang nggak?</p> <p>S6: senang miss.</p> <p>R: miss mengajarkan teknik dalam memahami kata-kata sulit biar ngerti artinya dalam reading text. masih ingat namanya?</p> <p>S8: ada vocabnya kok.</p> <p>S6: vocabulary building!</p> <p>R: nah benar. lebih bisa memahami text enggak adek-adek, pake technique vocabulary building?</p> <p>Ss: iya Miss. Aku paham. Aku jadi nambah banyak kosa kata. Jadi ngerti juga kata yang dimaksud itu apa.</p> <p>R: terus satu lagi ada kan?</p> <p>S15: ada miss, tapi lupa namanya. Itu lebih susah tapi asik.</p> <p>R: namanya deducing meaning from the context. Kok susah kenapa dek?</p>
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		<p>S15: Lha nggak ada jawabanya, kita kan disuruh cari tahu artinya sendiri kan miss.</p> <p>R: iya, terus kenapa kok menarik?</p> <p>S8: ya jadi kayak main tebak-tebakan gitu miss, iya kan Nif?</p> <p>S15: he em, bener.</p> <p>R: terus, gimana tanggapan adek-adek menjawab pertanyaan secara lisan tadi?</p> <p>Ss: iya Miss aku lebih suka jawab langsung. Jadi tahu cara bacanya. Susah sih Miss. Jadi aku mau banyak berlatih membaca, biar bisa.</p> <p>Ss: iya Miss, aku juga suka kok. Pertama takut salah, tapi lama-lama cuek aja, yang penting coba. Tapi paling active anak cewek yang wajib ya Miss.</p> <p>S: tadi kan ada pembahasan soal gitu. Seneng nggak?</p> <p>Ss: ya seneng miss.</p> <p>R: tahu maksudnya apa?</p> <p>Ss: ya biar kita-kita tambah ngerti kan miss.</p> <p>R: iya, Maksudnya biar adek-adek bisa lebih paham proses penerapan teknik-teknik tersebut dalam bacaan. Waktu miss tanya kenapa bisa tahu jawaban yang benar, sebenarnya itu biar adek-adek lebih mudah memahami kalau temen kalian yang menjelaskan.</p> <p>S6: iya ya miss ya.</p> <p>R: besok lagi kalo ada pembahasan, didengarkan ya dek ya.</p> <p>S8: iya miss. Paling temen-temen juga nggak nyadar miss.</p> <p>R: kalau begitu miss pamit dulu ya.</p> <p>Ss: besok ngajar lagi kan miss?</p> <p>R: iya... masih kok</p> <p>Ss: asik.</p> <p>R: terimakasih ya dek</p> <p>Ss: iya miss, sama-sama.</p>
# 17	<p>Date: January 19, 2011</p> <p>Time: 09.00</p> <p>P: teacher's room</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun,</p>	<p>R: selamat pagi bu.</p> <p>MY: selamat pagi mba. Gimana, sudah siap?</p> <p>R: sudah bu. Saya sudah menyiapkan lembar observasi untuk bu Yuli. Ini bu.</p> <p>MY: o ya mba.</p> <p>R: bu, saya masih menggunakan teknik yang sama dengan minggu lalu. Atas dasar masukan ibu dari wawancara kemarin, dan juga wawancara dengan siswa VIIG, saya menambah beberapa aktivitas. Yang tujuannya agar siswa lebih aktif dalam proses belajar mengajar dikelas.</p> <p>MY: iya mba. Ndak apa-apa, malah bagus kan. Tujuannya biar siswa lebih fokus dan tertarik dengan pembelajaran di kelas. Ya nanti dilihat respond anak-anak.</p> <p>R: iya bu.</p>

		<p>MY: masih setengah jam mba, mau ke perpustakaan lagi?</p> <p>R: iya bu, saya tunggu diperpustakaan lagi saja.</p> <p>MY: sebentar saya tinggal dulu ya mba.</p> <p>R: iya bu, ndak apa-apa.</p>
# 18	<p>Date: January 19, 2011</p> <p>Time: 11.20 – 12.00 & 12.20 – 13.00</p> <p>P: teacher's room & classroom of VIIG</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Student of VIIG class, S3: Aji S, S9: Choirul A, S19: Risky H, S24: Amri</p>	<p>R: selamat siang bu.</p> <p>MY: Iya mba. Mari ke kelas VIIG mba, saya dampingi.</p> <p>R: Assalamualaikum wr.wb.</p> <p>Ss: wa'alaikumsalam wr.wb</p> <p>R: good afternoon class?</p> <p>Ss: good afternoon miss.</p> <p>R: how are you today?</p> <p>Ss: I'm fine thankyou and you?</p> <p>R: excellent! I'm fine too, thankyou. Oke, hari ini kita masih akan membahas tentang procedure text. tapi dengan tema yang berbeda. Kalau kemarin temanya food and drinks, hari ini temanya adalah technology. Do you have radio? Do you have television? Apa kalian punya radio di rumah? Punya tv?</p> <p>Ss: punya miss.</p> <p>R: brarti jawabnya, Yes, I do. Kalau enggak, No I don't.</p> <p>Ss: aku nggak punya miss.</p> <p>R: o ya sudah, it's oke. Nah kalau handphone? Do you have handphone?</p> <p>Ss: Yes, I do..... No I' dont.</p> <p>R: pasti kalau tidak punya, bapak atau ibu kalian yang punya.</p> <p>Ss: lha kan sama aja bukan punya kita miss.</p> <p>R: alright then. Now, do you have a digital camera?</p> <p>Ss: apa miss?</p> <p>R: apakah kalian punya kamera digital?</p> <p>Ss: Yes, I do..... No I' dont.</p> <p>R: kalau belum, pasti sudah pernah lihat kamera digital kan? Miss Mita brings a digital camera, here you are! Now, do you know how to use a digital camera? Apa kalian tahu cara menggunakan kamera digital?</p> <p>Ss: yes miss.</p> <p>R: alright, now mention it. Sebutkan cara menggunakan kamera digital dari awal. Who can answer the question, I will give you a credit point.</p> <p>Ss: gimana miss?</p> <p>R: siapa yang bisa menjawab pertanyaan miss mita, akan miss beri point.</p> <p>Ss: credit point apa miss.</p> <p>R: miss akan beri nilai untuk kalian. Nilai tambahan karena kalian telah aktif menjawab pertanyaan miss mita.</p>

		<p>Ss: aku miss, aku, aku.</p> <p>R: raise you hand please! Kalau mau menjawab, angkat tangan kalian, biar miss bisa tunjuk satu persatu.</p> <p>Ss: aku miss. Aku.</p> <p>R: ya, you. What's your name? Nama nya siapa?</p> <p>S3: Aji miss. Yang pertama, dikeluarkan dulu dari kantong.</p> <p>S24: Terus dipencet tombolnya.</p> <p>R: oke. Good. Tombol yang apa?</p> <p>S3: yang untuk mengaktifkan miss.</p> <p>R: first, you have to turn on the camera.</p> <p>S19: iya miss, maksudnya paling tadi gitu. Saya juga mau mnejawab itu miss.</p> <p>R: selanjutnya?</p> <p>Ss: aku miss.aku.</p> <p>R: you, what's your name?</p> <p>S9: Choirul miss.</p> <p>R: selanjutnta apa?</p> <p>S9: selanjutnya gambar dipaskan, di apa ya miss. Di cekrek, gitu miss.</p> <p>R: oke... cukup... now, I'll give you another worksheet. miss akan membagikan worksheet lagi.</p> <p>Ss: horee...</p> <p>R: miss minta bantuannya ya, untuk dibagikan worksheetnya.</p> <p>Ss: ini seperti yang kemarin miss?</p> <p>R: miss jelaskan dahulu. Miss minta kalian membaca bacaan ini. Silent reading. Membaca dalam hati dulu.</p> <p>Ss: kalau ada kata-kata sulit miss, kita pakai cara yang kemarin itu.</p> <p>R: ya nanti miss jelaskan lagi caranya.</p> <p>Ss: sudah ngerti kok miss kita.</p> <p>R: kalau begitu sekarang dibaca daahulu.</p> <p>R: nah, finish? Kalau sudah selesai. Ada nggak kata-kata yang kalian anggap susah?</p> <p>Ss: iyaa miss ada.</p> <p>R: sekarang, kalian diminta mengisi vocabulary building chart. Di identifikasi kata-kata yaang digarisbawahi yang terdapat dalam bacaan.</p> <p>Ss: iya miss.</p> <p>R: jangan lupa. Perhatikan part of speach nya ya. Masih ingat dengan kelas kata? Verb itu apa?</p> <p>Ss: kata kerja miss.</p> <p>R: kalau noun?</p> <p>Ss: kata benda miss.</p> <p>R: kalau adjective?</p>
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	<p>Ss: kata sifat.....</p> <p>R: ada pertanyaan? Atau kesulitan?</p> <p>Ss: belum miss.</p> <p>R: kalau sudah selesai, dilanjutkan mengerjakan Task selanjutnya. Yakni mengidentifikasi kata sesuai dengan fungsi dan artinya. Jangan lupa diperhatikan context atau situasinya, sesuai dengan kalimat.</p> <p>Ss: iya miss.</p> <p>R: finish?</p> <p>Ss: finish miss?</p> <p>R: kalau sudah selesai, coba perhatikan kedepan. Perhatikan ke whiteboard ya. Miss akan memberikan vocabulary games.</p> <p>Ss: apa itu miss? Permainan ya?</p> <p>R: coba perhatikan. Miss akan menuliskan beberapa huruf secara acak. Kalian tebak ya, jika huruf-huruf ini disusun akan membentuk satu kata yang berkaitan dengan pelajaran kita hari ini. Ada 3 huruf. N-P-A. Cluesnya, ini adalah alat untuk merebus air.</p> <p>Ss: panci miss... Pan!</p> <p>R: great!</p> <p>.....</p> <p>R: oke, enough untuk games-nya. Sekarang miss minta kalian melanjutkan mengerjakan Task berikutnya. Yakni mengidentifikasi kata, pilih katan yang tepat sesuai dengan perintahnya ya.</p> <p>Ss: yes, miss. Seperti kemarin kan miss caranya. Pakai cara apa miss. Meaning-meaning?</p> <p>R: deducing meaning from the context.</p> <p>Ss: nah itu miss.</p> <p>R: ada pertanyaan?</p> <p>Ss: belum miss. Enggak...</p> <p>R: baik, kita istirahat dahulu. Nanti pelajarannya kita lanjutkan lagi.</p> <p>Ss: yes miss.</p> <hr/> <p>R: oke class, are you ready?</p> <p>Ss: maksudnya miss?</p> <p>R: apakah kalian siap melanjutkan pelajaran?</p> <p>Ss: yes miss.</p> <p>R: baik, kalau yang belum selesai, silahkan diselesaikan dahulu.</p> <p>Ss: finish miss.</p> <p>R: kalau begitu kita lanjutkan mengenai Task berikutnya.</p>
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		<p>Kalian diminta menjawab soal, ada lima soal, sesuai dengan bacaan tentang “how to use a digital camera”.</p> <p>Ss: baik miss.</p> <p>.....</p> <p>R: well, masih ada waktu. Are you sleepy? Apa kalian mengantuk?</p> <p>Ss: sedikit miss. Lha sudah siang. Games lagi aja miss.</p> <p>R: alright then. Kita akan melakukan games lagi. Tapi kali ini games nya berbeda. Namanya word-guessing. Tebak kata.</p> <p>Ss: asik!</p> <p>R: miss menggaris tiga garis kecil. Yang menandakan bahwa ada tiga huruf.</p> <p>Ss: jawabannya bahasa inggris miss?</p> <p>R: yes. Iiya, tentu saja. This tool is used to fry the egg. Pertanyaannya adalah ini adalah alat untuk menggoreng telur.</p> <p>Ss: wajan miss.. tapi bahasa inggrisnya nggak tahu.</p> <p>R: bahasa inggris nya wajan, atau alat penggoreng yakni wog. So, W-O-G.</p> <p>.....</p> <p>R: well class. The time is up. Now, I want you to put your worksheet in you bag.</p> <p>Ss: yes miss.</p> <p>R: great! Jadi pelajaran kita hari ini masih tentang procedure text. jangan lupa besok worksheet-nya dibawa lagi. Ada materi yang akan kita bahas besok. Ada pertanyaan tentang pelajaran kita hari ini? Tentang bacaan dan vocabulary building and deducing meaning from the context?</p> <p>Ss: no miss. Besok ada games lagi kan miss. Asik e...</p> <p>R: oke, let's pray. Silahkan ketua kelas memimpin doa.</p>
# 19	<p>Date: January 20, 2011</p> <p>Time: 09.00</p> <p>P: teacher's room & classroom of VIIG</p> <p>Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Student of VIIG class, S2: Aji S4: Amika</p>	<p>R: selamat pagi bu.</p> <p>MY: selamat pagi mba. Gimana sudah siap?</p> <p>R: sudah bu. Semua materi sudah siap. Ini bu, lembar observasinya.</p> <p>MY: iya mba.</p> <p>R: Saya permisi ke ruang perpustakaan ya bu. Mau mengecek lagi, apakah ada worksheet yang kurang lengkap.</p> <p>MY: o ya ndak apa-apa mba, masih ada 1 jam lagi kan mba.</p> <p>R: iya bu. Sambil baca-baca nanti saya di perpustakaan.</p> <p>.....</p> <p>R: permisi bu.</p> <p>MY: mari mba, ke kelas VIIG.</p> <p>R: iya bu.</p> <p>MY: saya duduk seperti biasa ya mba, di belakang.</p> <p>R: ya bu. Terimakasih banyak.</p>

	<p>S10: Edi S16: Novita</p>	<p>R: good afternoon class? Ss: good afternoon miss mits. R: how are you today? Ss: I'm fine thankyou and you. R: great, I'm fine too, thankyou. Ada yang tidak masuk hari ini? Ss: masuk semua miss. R: Well class, miss mita wants to ask you about our previous lesson. Do you still remember? Masih ingat dengan pelajaran kita kemarin? Ss: yes miss, masih. R: oke then, now, who can answer my questions she or he will gets rewards from miss mita. Ss: maksudnya miss? R: siapa yang bisa menjawab pertanyaan miss mita, miss akan memberikan rewards. Tara!!! Here are the rewards. Miss mita will gives you these stikers for those who can answer my questions. Ss: wah!!! Asik!!! Aku mau jawab miss!!! Aku, aku... R: now class, I want you to take your previous worksheet from your bag. Ss: worksheet miss? R: yes, your worksheet. miss mita will explains the use of sentence connectors in the procedure text. miss akan menjelaskan, yang disebut sentence connectors yang terdapat atau biasanya menjadi salah satu ciri kebahasaan dalam text procedure. Ss: yang mana miss sentence cnnectors itu? R: oke, look at your worksheet again. Dalam bacaan yang berjudul "How to Use a Digital Camera", kalian akan menemukan kata <i>first</i>, <i>then</i>, dan <i>after that</i>. Ss: kata yang dilingkari itu miss? R: yes, you are right! Kata-kata tersebut umumnya dipakai untuk menghubungkan langkah satu dengan langkah yang lain dalm text procedure. Ss: selain kata itu berarti ada kata lain nggak miss, yang bisa dipakai? R: yes. Ada kata yang lain, contohnya <i>second</i>, <i>third</i>, <i>fourth</i>. Kemudian ada <i>next</i>, <i>continue with</i>, dan lain sebagainya. Ss: oooo..... R: ada pertanyaan? Any questions? Ss: no miss. R: kalau tidak ada pertanyaan, sekarang miss minta kalian menyimpan worksheet kalian di dalam tas. Miss akan membagikan worksheet lain.</p>
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	<p>Ss: sudah miss. R: sudah semuanya? Ss: sudah miss. R: sekarang kerjakan worksheet ini sesuai dengan perintahnya masih-masing. Kerjakan dengan teliti dan lebih cermat. Tidak usah terburu0buru, dan kerjakan sebaik-baiknya. Ss: ini miss, bacaan yang “How to Insert SIM Card in Mobile Phone?” R: yes, you are right. Ss: ini sama kayak tang minggu lalu miss. R: ya, cara pengerjaannya sama, tapi soal dan pertanyaannya berbeda. Kalau ada pertanyaan, bilang miss mits ya. Ss: pakai teknik yang itu kan miss? R: deducing meaning from the context dan vocabulary building! Ss: iya miss... R: finish? Ss: yes miss. R: kalau sudah selesai semuanya, tukarkan hasil kerja kalian pada teman sebangku. Ss: sudah miss. R: oke. Miss remains you. There are rewards for the active students. jadi siapa yang bisa menjawab dengan benar, miss akan memberikan rewards. Ss: iya miss, aku aku aku.... aku tadi belum bagian e miss. R: well, kita mulai membahas soal dari Task 1. R: Task 1 number 1. You! Amika S4: jawabanya mudah miss. Cover! R: aji, how do you know that the correct answer for Task 2 number 1 is A? S2: kata kuncinya ada di kata-kata sebelum dan sesudah kata <i>release</i> miss. Kalau saya, <i>press</i> itu artinya tekan, <i>button</i> artinya tombol, <i>battery</i> ya artinya baterai, <i>cover</i> itu penutup kan miss. Jadi kata <i>release</i> itu suatu kegiatan. Kemarin miss bilang, kalau kata yang mengandung makna melakukan kegiatan dinamakan kata kerja atau verb. Lha ini verb miss. Dari pilihan itu jawaban saya ya A miss. R: great! R: what' your name? S10: Edi miss. R: how do you know that the correct answer for Task 2</p>
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		<p>number 5 is A?</p> <p>S10: ya sama seperti teman-teman miss. Menggunakan context clues. Kalau saya lebih memperhatikan kata terakhir miss. <i>Place</i>. Ada kata <i>battery</i> juga. Nah, kalau saya masukkan <i>battery</i> ke HP biasanya <i>ceklek</i> gitu miss. Bahasa inggrisnya click! Gitu kan miss. Ya brarti <i>ngepaske</i>.</p> <p>R: apa bahasa indonesianya <i>ngepaske</i>?</p> <p>S10: menyesuaikan bukan ya miss. Ya terus saya jawabnya A. Gitu miss.</p> <p>R: well, your answer was right. The correct answer was A. Dalam kamus bahasa inggris, kalau kalian nanti mau check. <i>Click</i> dalam context atau situasi ini, sama artinya dengan <i>fix</i>. Sedangkan <i>fix</i> artinya to arrange or agree a time, place, price. Pahami maksudnya?</p> <p>Ss: yes miss, paham-paham!</p> <p>.....</p> <p>R: baik, karena sudah selesai. Miss minta kalian mengumpulkan worksheet kalian di meja miss. Dan ini miss bagikan selemba kertas kosong. Diisi komentar kalian mengenai proses belajar mengajar seminggu ini.</p> <p>Ss: sama seperti minggu kemarin miss?</p> <p>R: yes.</p> <p>Ss: finish miss.</p> <p>R: kumpulkan pada miss lagi. Well class. Hari ini kita telah belajar mengenai sentence connectors yang terdapat dalam text procedure. Selain itu kita juga telah mengerjakan beberapa soal dengan baik. Ada pertanyaan?</p> <p>Ss: no miss mita.</p> <p>R: kalau tidak ada, miss nanti waktu istirahat ke-2 meminta waktu kalian ya, miss akan melakukan wawancara.</p> <p>Ss: oke miss.</p> <p>R: oya, miss mengingatkan kalian bahwa kalian harus tetap belajar khususnya tentang reading skill atau kemampuan dalam memahami bacaan. Minggu depan miss akan mengadakan post-test. Jadi kalian harus sudah siap.</p> <p>Ss: iya miss.</p> <p>R: oke class, the time is up. Wassalammualaikum wr.wb</p> <p>Ss: wa'alaikumsalam wr.wb</p>
# 20	<p>Date: January 20, 2011</p> <p>Time: 11.20 – 12.00 & 12.00 – 12.20</p> <p>P: teacher's room &</p>	<p>R: bagaimana tanggapan ibu selama proses belajar mengajar siswa pada cycle II ini?</p> <p>MY: iya, sudah meningkat mba. Anak-anak sudah semangat dengan pelajaran bahasa inggris. Mereka suka pakai worksheet mba.</p> <p>R: jadi nggak bosan ya bu?</p> <p>MY: iya mba.</p>

	<p>classroom of VIIG, Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Student of VIIG class, S1: Aisyah I, S4: Amika K, S5: Anif K S7: Arum, S10: Edi L, S11: Farra, S13: Muh. Tehar, S18: Rio Adi</p>	<p>R: kalau dalam reading skill bu? Bagaimana? MY: meningkat mba. Bisa saya katakan seperti itu karena memang begitu adanya. Anak-anak sudah bisa menggunakan teknik yang mba mita ajarkan. Kemampuan memahami bacaan juga meningkat. Saya sudah melihat hasil test nya mba, sudah sangat bagus. Saya juga jadi mau pakai cara-cara ngajar yang seperti itu. Cuma kadang persiapannya saya kurang mba. Apa lagi fotocopy worksheet, ribet. Ya maklum, ibu rumah tangga, yang dikerjakan banyak hal. R: begitu ya bu. Kalau begitu terimakasih banyak atas waktunya. MY: iya mba mita, sama-sama.</p> <hr/> <p>R: gimana dek dengan kegiatan questions and answers nya? S1: lebih enak miss. Kita lebih percaya diri. Kemarin kita masih malu, sekarang udah nggak malu. Apalagi yang mau jawab dikasih point. Mau dong, nambah – nambah nilai. R: lebih termotivasi dong kalo gitu? S1: iya miss. R: harus sering dilatih brarti dek. Kalau di kelas jangan malu bertanya atau menjawab pertanyaan dari bu guru. S1: iya miss mita.</p> <hr/> <p>R: dek Rio termotivasi enggak dengan pemberian credit points dalam menjawab pertanyaan? S18: iya Miss. Aku termotivasi buat jawab pertanyaan dari Miss Mita. R: suka enggak dek? S18: ya suka miss. Lebih semangat e. Banyak yang angkat tangan kan tadi miss, buat jawab pertanyaan. Coba bu Yuli juga gitu. R: ya mungkin belum dek. S18: iya paling miss. R: terimakasih ya dek. S18: sama-sama miss.</p> <hr/> <p>R: ada kesulitan gak dek kemarin mengerjakan soal nya? S11: ya kalau kemarin ada miss. Kemarin kalo ada reading text, kita itu kesulitan di kosa katanya. Vocabulary ya miss namanya? Tapi sekarang enggak, aku terus menerapkan langkah2 seperti yang sudah miss jelaskan.</p>
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	<p>R: iya, langkah nya masih inget ndak, seperti apa?</p> <p>S11: masih lah miss. Pertama pake vocabulary building dulu. Jadi kata yang aku gak ngerti itu diidentifikasi kelas kata nya, iya kan miss.</p> <p>R: iya,betul, terus habis itu?</p> <p>S11: habis itu ya kita cari petunjuk miss.petunjuknya paling mudah ya dari kata-kata di sekeliling kata sulit itu. Ya terus tak tebak deh, maksud atau arti katanya.</p> <p>R: susah enggak?</p> <p>S11: enggak miss.</p> <p>R: susah gak dek Arum?</p> <p>S7: enggak miss. Aku sama kayak Farra.</p> <p>R: kalo dek Arum bisa memahami bacaan enggak pake teknik deducing meaning dan vocabulary building?</p> <p>S7:iya Miss. Aku paham.</p> <p>R: susah enggak dek Arum?</p> <p>S7: enggak Miss. Temen-temen juga bilang enggak susah kok Miss. Kalo sudah dikerjakan mudah.</p> <p>R: pake teknik deducing meaning dan vocabulary building, dek Farra bisa memahami bacaan enggak?</p> <p>S11: iya Miss. Aku lebih paham. Lebih bisa memahami bacaan pake teknik Miss tadi. Soalnya, kata-kata sulit dalam bacaan jadi bisa tak tebak.</p> <p>R: susah enggak dek?</p> <p>S11: enggak Miss.</p> <hr/> <p>R: waktu ada game pelajarannya jadi menarik enggak dek?</p> <p>S5: menarik miss. Jadi nggak ngantuk. Aku juga blajar nambah kosa kata. Hehehehe. Apa miss nama game nya aku lupa?</p> <p>R: namanya words-guessing dan jumble letters. Yang mana yang lebih menarik?</p> <p>S5: dua – dua nya menarik miss. Tapi kalo suruh milih, aku lebih seneng yang jumble letters, soalnya lebih gampang ditebak.</p> <p>R: dek sapa ini?</p> <p>S4: Amika miss.</p> <p>R: waktu ada game menarik enggak dek?</p> <p>S4: menarik miss. Kemaren pas waktu ngajar, minggu sebelumnya kita agak bosen, sekarang ada game nya. Paling nggak kita ada hiburan juga.</p> <p>R: dek Edi, lebih termotivasi enggak kalo dikasih rewards?</p> <p>S10: iya Miss. Aku lebih termotivasi. Makanya aku aktif jawab pertanyaan. Lain kali lebih banyak rewards aja miss.</p>
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		<p>Kan langsung di kasih kalau rewards</p> <p>R: ya itu kan nggak selalu ada dek. Boros kalau miss pakai stiker terus sebagai rewards nya.</p> <p>S13: lha dari pada dikasih point, lebih bagus rewards miss.</p> <p>R: ya nanti miss diskusi sama bu Yuli ya dek.</p> <p>S13: ya miss.</p> <p>R: kalau dek Tegar, lebih termotivasi enggak kalo dikasih rewards?</p> <p>S13: jelas termotivasi Miss.</p>
# 21	<p>Date: January 26, 2011</p> <p>Time: 11.00 – 11.20, 11.20 – 12.00 & 12.00 – 12.20</p> <p>P: teacher's room & classroom of VIIG, Rp: R: Researcher, MY: Mrs. Yuliatun, Ss: Student of VIIG class,</p>	<p>R: selamat siang bu Yuli.</p> <p>MY: selamat siang mba. Mau post test ya mba?</p> <p>R: iya bu, kemarin sudah saya umumkan ke anak-anak. Biar ada persiapan juga.</p> <p>MY: lha kan kemarin sudah ada peningkatan kan mba?</p> <p>R: iya bu. Fungsi dari post-test ini sebagai data penunjang bu, atau data pendukung. Kemarin saya sudah melakukan pre-test. Alangkah baiknya jika ada post-test juga.</p> <p>MY: um, begitu. Ya ndak apa-apa mba</p> <p>R: ini bu,soalnya. Masih sama dengan pre-test yang kemarin. Ini lembar kunci jawabannya.</p> <p>MY: ya. Mari mba saya antar ke kelas</p> <p>R: terimakasih banyak bu.</p> <hr/> <p>R: selamat siang adek-adek? Good afternoon?</p> <p>Ss: good afternoon miss mita.</p> <p>R: well, hari ini kalian akan mengerjakan soal post-test. Cara menjawabnya sama. Kalau belum mengerti, you can ask miss mita. Oke?</p> <p>Ss: oke miss mita.</p> <p>R: oke then. Can you help me distribute these worksheet?</p> <p>Ss: yes miss.</p> <p>R: kalau sudah dapat soalnya semua, miss minta kalian mengerjakan dengan teliti ya.</p> <p>Ss: ini sama miss dengan yang dulu itu?</p> <p>R: yup. Coba dikerjakan sendiri-sendiri and no cheating! Oke!</p> <p>Ss: no cheating miss! Nggak boleh curang.</p> <p>R: yes. Before you answer those questions, ada pertanyaan dulu?</p> <p>Ss: enggak. No miss mita.</p> <p>R: oke, selamat mengerjakan. Good luck.</p> <hr/> <p>R: finish?</p> <p>Ss: not yet miss. Bentar lagi miss mita.</p> <p>R: Kalau belum selesai, kita lanjutkan setelah istirahat. Sekarang dikumpulkan dulu jawaban kalian, nanti miss bagikan lagi.</p> <p>Ss: yes miss.</p>

		<p>R: oke class. Miss akan membagikan worksheet kalian lagi. Kalau belum selesai, segera diselesaikan. Kalau yang sudah selesai, diteliti dengan cermat. Mungkin ada jawaban yang masih ragu-ragu.</p> <p>Ss: ya miss.</p> <hr/> <p>R: finish?</p> <p>Ss: yes miss.</p> <p>R: Kalau sudah selesai, worksheetnya dikumpulkan.</p> <p>Ss: oke miss.</p> <p>R: well, the time is up. Terimakasih atas kerjasamanya selama ini.</p> <p>Ss: besok udah nggak diajar sama miss mits lagi?</p> <p>R: no. Tapi miss akan sering berkunjung ke kelas ini.</p> <p>Ss: bener ya miss ya.</p> <p>R: yes.</p> <p>Ss: nggantikan pak seno itu lho miss.</p> <p>R: hmmm, itu kewenangan kepala sekolah. Oke class, let's go home. Ayo ketua kelasnya memimpin doa.</p> <p>S: yes miss.</p>
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APPENDIX C PHOTOGRAPH OF ACTIONS

PHOTOGRAPH OF ACTIONS**Pre test**

The students were doing the pre test

Post test

The students was doing the post test

Reading teaching and learning process

Cycle 1



The teacher conducted asking and answering activities. The students were passive and less motivated.



The students did not pay attention to the teacher when the teacher explained the materials.



The students did not pay attention to the teacher. They move from their seat when the teacher gives explanation about the materials.



The students were answering worksheet 2. They did not focus with their work. The teacher moved around the class to check the students' task.

Reading teaching and learning process

Cycle 2



The students paid attention to the materials given by the teacher.



The students did not move from their seat when the teacher explained the materials.



The students focused doing their task.



The students did their task individually.



The teacher moved around the class to check the students' task.

APPENDIX D

OBSERVATION

CHECKLIST

Observation Checklist

Date: Wednesday, November 24, 2010

Time: 11.20-12.00 & 12.30-13.00

Place: Classroom of VII G

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
	The Teaching and learning Process		
A	Pre-teaching		
	1. The teacher greet the students	V	
	2. The students respond to the greeting	V	
	3. The teacher asks the students' condition		V
	4. The students tell their condition to the teacher		V
	5. The teacher as a facilitator		V
	6. The teacher outlines the material		V
	7. The teacher explains the goal of teaching and learning		V
B	Whilst-teaching		
	1. The students are ready to learn the materials		V
	2. The teacher asks the students to read the dialogues/text from the textbook/LKS	V	
	3. The students read the dialogues		V
	4. The students identify the expressions used in the dialogue		V
	5. The teacher give chances to the students for asking questions	V	
	6. The students ask questions		V
	7. The students asks to their classmate		V

	8. The teacher checks the students' understanding	V	
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		V
	10. The students cooperate well in groups		V
	11. The students read an English text		V
	12. The students use dictionary to help them	V	
	13. The students offer themselves to be the volunteer		V
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson	V	
	2. The students reflect their learning		V
	3. The teacher preview on the upcoming materials		V
	4. The teacher give rewards and motivate the students to participate more in the next meeting		V
D	Class Situation		
	1. Students' enthusiasm/motivation		V
	2. Students' involvement		V
	3. Time allocation	V	
	4. The use of media		V
	5. The teacher's instruction	V	

APPENDIX E

OBSERVATION

GUIDELINES

Observation Guidelines

1st Cycle

1st meeting

No.	Teacher's Activities	Yes	No
1.	Teacher greets the students and asks the students' condition	V	
2.	Teacher introduces the topic to the class.	V	
3.	Teacher asks the students' background knowledge about the topic to be discussed (related to their life).	V	
4.	Teacher elicits the students' background knowledge by conducting questions and answers activities to the students.	V	
5.	Teacher asks students to respond to the teacher's questions.	V	
6.	Teacher distributes worksheet to the students.	V	
7.	Teacher discusses the unfamiliar words in the reading text.	V	
8.	Teacher implements the vocabulary building techniques in the reading teaching and learning process.	V	
9.	Teacher implements the deducing meaning from the context techniques in the reading teaching and learning process.	V	
10.	Teacher asks the students to pay attention and focus to the materials given by the teacher.	V	
11.	Teacher asks students to work in pairs.	V	
12.	Teacher asks students to work individually.	V	
13.	Teacher concludes the material.	V	

No.	Students' Activities	Yes	No
1.	Students pay attention to the teacher.		V
2.	Students focus on the teacher's explanation.		V
3.	Students asked some questions.		V
4.	Students respond the teacher's questions.		V
5.	Students answer the vocabulary building's chart in pairs	V	
6.	Students identify the meaning of the unfamiliar words in the reading text by using context clues individually	V	
7.	Students active and motivated in the reading teaching and learning process		V

2nd meeting

No.	Teacher's Activities	Yes	No
1.	Teacher greets the students and asks the students' condition	V	
2.	Teacher introduces the topic to the class.	V	
3.	Teacher reviews the previous lesson by conducting questions and answers activities to the students.	V	
4.	Teacher asks students to respond to the teacher's questions.	V	
5.	Teacher explains the features of procedure text to the class.	V	
6.	Teacher distributes worksheet to the students.	V	
7.	Teacher asks the students to answer the tasks in the worksheet.	V	
8.	Teacher discusses the tasks in the worksheet together with the students.	V	
9.	Teacher asks the students to pay attention and focus to the materials given by the teacher.	V	
10.	Teacher asks students to work individually.	V	
11.	Teacher concludes the material.	V	
12.	Teacher asks the students to submit their worksheet	V	

No.	Students' Activities	Yes	No
1.	Students pay attention to the teacher.		V
2.	Students focus on teacher's explanation.		V
3.	Students asked some questions.		V
4.	Students change their work in pairs based on their sheet.	V	
5.	Students submit their worksheet to the teacher.	V	

2nd Cycle**3rd meeting**

No.	Teacher's Activities	Yes	No
1.	Teacher greets the students and asks the students' condition	V	
2.	Teacher introduces the topic to the class.	V	
3.	Teacher asks the students' background knowledge about the topic to be discussed (related to their life).	V	
4.	Teacher elicits the students' background knowledge by conducting questions and answers activities to the students.	V	
5.	Teacher asks students to respond to the teacher's questions.	V	
6.	Teacher gives credit points to the active students.	V	
7.	Teacher distributes worksheet to the students.	V	
8.	Teacher discusses the unfamiliar words in the reading text.	V	
9.	Teacher implements the vocabulary building techniques in the reading teaching and learning process.	V	
10.	Teacher implements the deducing meaning from the context techniques in the reading teaching and learning process.	V	
11.	Teacher conducts vocabulary games.	V	
12.	Teacher asks the students to pay attention and focus to the materials given by the teacher.	V	
13.	Teacher asks students to work in pairs.	V	
14.	Teacher asks students to work individually.	V	
15.	Teacher concludes the material.	V	

No.	Students' Activities	Yes	No
1.	Students pay attention to the teacher.	V	
2.	Students focus on the teacher's explanation.	V	
3.	Students asked some questions.	V	
4.	Students respond the teacher's questions.	V	
5.	Students answer the vocabulary building's chart in pairs.	V	
6.	Students identify the meaning of the unfamiliar words in the reading text by using context clues individually.	V	
7.	Students active and motivated in the reading teaching and learning process.	V	

4th meeting

No.	Teacher's Activities	Yes	No
1.	Teacher greets the students and asks the students' condition	V	
2.	Teacher introduces the topic to the class.	V	
3.	Teacher reviews the previous lesson by conducting questions and answers activities to the students.	V	
4.	Teacher asks students to respond to the teacher's questions.	V	
5.	Teacher explains the sentence connectors used in procedure text to the class.	V	
6.	Teacher distributes worksheet to the students.	V	
7.	Teacher asks the students to answer the tasks in the worksheet.	V	
8.	Teacher discusses the tasks in the worksheet together with the students.	V	
9.	Teacher gives rewards to the active students	V	
10.	Teacher asks the students to pay attention and focus to the materials given by the teacher.	V	
11.	Teacher asks students to work individually.	V	
12.	Teacher concludes the material.	V	
13.	Teacher asks the students to submit their worksheet.	V	

No.	Students' Activities	Yes	No
1.	Students pay attention to the teacher.	V	
2.	Students focus on teacher's explanation.	V	
3.	Students asked some questions.	V	
4.	Students respond and collect their composition.	V	
5.	Students change their work in pairs based on their sheet.	V	
6.	Students submit their worksheet to the teacher.	V	
7.	Students active and motivated in the reading teaching and learning process.	V	

APPENDIX F

LESSON PLAN,

COURSE GRID,

PRE-TEST&POST-TEST

STUDENTS SCORE

LESSON PLAN I

Cycle I

(first and second meeting)

A. Identity

School : SMPN 2 PLERET BANTUL

Grade/semester : VII / 2

Subject : English

Standard of competence : 11. Understanding the meaning of simple short functional text in the form of descriptive and procedure related with close environment.

Basic competence : 11.2 To respond to the meaning and rhetoric steps accurately, fluently, and acceptably in the simple essay related with close environment in the form of descriptive/procedure.

Indicators :

- Reading a procedure text aloud.
- Identifying *verb*, *noun* and *adjective* in the procedure text.
- Identifying the meanings of the unfamiliar words in the text.
- Identifying rhetoric steps of procedure text.
- Understanding rhetoric steps of procedure text.
- Comprehending the text.
- Discussing techniques of deducing meaning from the context and vocabulary building.

Theme : *Personal Life*

Language skill : Reading

Time allocation : 2 x 40 minutes (two meetings)

B. Instructional Objectives

In the end of the lesson, students are to be able to accurately understanding and mentioning rhetoric steps of procedure text and identifying *verb* and *noun* in the procedure text

C. Instructional Material

1. Read the text carefully.

HOW TO MAKE A CUP OF TEA



- 3 Today I want to talk about how to make a cup of tea. My steps differ from the other steps. Imagine you are in the kitchen. Let me tell you how to make delicious a cup of tea, you prepare a kettle, a teapot, two or three teacups - it depends on the number of people who want to have a cup of tea, some teabags, and some water. First, pour some water into the kettle. Boil the water. When the water is boiling pour some into the teapot. Then, put two or three teabags in the teapot. Wait five minutes. Next, pour tea from the teapot into the teacups. Then, to make the tea more fresh continue by put in some sugar into the teacups, stir and taste it. Finally enjoy your tea!

2. Vocabulary building. Fill in the chart using underlined word forms as in text above. Choose the correct answers. Do it in pairs.

No	Verb	Noun	Adjective
1.	Talking	Talkative
2.	Making	Unmade
3.	Difference	Different
4.	Imagination	Imaginative
5.	Dependence	Dependent

6.	Refresh	Freshness	.....
7.	.....	Continuation	Continuous
8.	.....	Distaste	Tasteful
9.	.....	Enjoyment	Enjoyable

3. Choose the appropriate words to the following sentences.

- 1) She (talks/taking/talkative) about how to make a cup of coffee
- 2) I (make/making/unmade) a cake to my mother's birthday
- 3) This recipe (differs/difference/different) from the last recipe in new cooking magazine
- 4) (Imagine/ Imagination/ Imaginative), today we eat delicious fried rice in the famous restaurant.
- 5) Prepare one or two teabags, it (depend/ dependence/ dependent) on the number of people who want to have a cup of coffee
- 6) Add some (refresh/ freshness/fresh) parsley, finely chopped.
- 7) I'd like to (continue/continuation/continuous) the steps: how to cook fried noodle.
- 8) (Taste/Distaste /Tasteful) the soup to see if it has enough salt.
- 9) After a hard day's work I (enjoy/enjoyment/enjoyable) a big burger as my lunch.

4. Choose the correct answer, based on the text above.

- 1) The next step to make ice cream is adding the flavor to the mix.
The word "adding" has the closest meaning to.....
 - a. putting
 - b. taking
 - c. boil
 - d. water
- 2) *Blablabla* the noodle with the seasoning.
The word *Blablabla* could be replaced with the word.....
 - a. stir
 - b. mix

- c. blender
 - d. take
- 3) To make a glass of banana milkshake you blablabla one large banana or two small bananas, vanilla ice cream, milk, and sugar.
The underlined word could be replaced with the word....
- a. make
 - b. blend
 - c. cook
 - d. need
- 4) The delicious smell of freshly-made coffee came from the kitchen.
The word “delicious” has the closest meaning to....
- a. great pleasure
 - b. good
 - c. very pleasant taste or smell
 - d. well smell
- 5) They sell ice cream of every imaginable flavor.
The word “flavor” has the closest meaning to....
- a. taste
 - b. blend
 - c. cook
 - d. smell

5. *Read the recipe in Task 1 then answer the following questions.*

- 1) What does the text tell about?
- 2) What is the first step suggested by the writer?
- 3) What do you need to make a cup of tea?
- 4) How long you wait the teapot?
- 5) What does “I” in the first line refers to?

6. Study the language features

Procedure

A procedure tells how to do something, procedures usually include:

- The goal of the activity
- Any materials needed in achieving the goal
- Steps needed to accomplish the goal.

With the procedure in the text above, the goal is to make a cup of tea. The ingredients show the materials needed to make a cup of tea. And procedure tells us the steps to make a cup of tea.

D. Teaching Method / Technique: Three Phase Technique

E. Teaching Learning Process

1. Pre teaching (15 minutes)

- Greeting and praying
- Checking the students attendance
- Brainstorming
- Introducing instructional objective (basic competences) to learn.

2. Whilst teaching (50 minutes)

- Students pay attention the text the title is “**How to Make a Cup of Tea**” in groups
- Students are introduced the text.
- Students are asking to read aloud the reading text in front of the class.
- Students are asking to build the vocabulary by identifying *verb*, *noun* and *adjective*.
- Students putting *verbs*, *noun* and *adjective* in chart.
- Students discuss the part of speech and the meaning of those words.
- Students choosing the correct answers by deducing meaning from the context.
- Students discuss content and form of the text e.g. generic structure and language feature.
- Students choosing the correct answers by deducing meaning from the context.
- Students answering the questions based on the given text.

3. Post teaching (15 minutes)

- Asking the student's problems.
- Summarizing what has been discussed.
- Giving motivation.
- Assigning the students to use the materials already learned (giving homework).

F. Learning Resources: (teaching-learning kits)

1. Textbooks:

- Priyana, Joko et. al. 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

2. Relevant Pictures

G. Assessments

Read the text carefully.

How to Cook Instant Noodles



- 1 How to cook instant noodles? Normally, how we cook the instant noodles is to put the noodles into a pan with water, throw in the seasoning and let it cook for 3 minutes and then ready to eat. This is the wrong method of cooking the instant noodles.

- 5 The correct ways are; first, boil the noodles in a pan with water. Second, when the noodle is cooked, take out the noodles, and throw the water which contains wax. Third, boil another pan of water till boiling and put the noodles into the hot boiling water and then shut the fire. Finally put the seasoning into the water and put it in the bowl, to make noodle soup. However, if you need dry noodles; do steps 1 and 2. Then take out the noodles, put it in the plate & add the seasoning and mix it. Enjoy the noodle.

1. Fill in the chart using underlined word forms as in text above. Choose the correct answers.

No	Verb	Noun	Adjective
1.	Cooker	Cooked
2.	Making	Unmade
3.	Needs	Needless
4.	Addition	Additional
5.	Enjoyment	Enjoyable

2. Choose the correct answer.

- 1) The word “instant” in line 1 has the closest meaning to....
 - a. immediately
 - b. direct
 - c. process
 - d. simple
- 2) The underlined word in line 2 has the closest meaning to....
 - a. stir
 - b. put in
 - c. blend
 - d. take
- 3) The word “shut” in line 9 has the closest meaning to....
 - a. turn on
 - b. put on
 - c. put off
 - d. turn off
- 4) In line 7 “throw the water” has the closest meaning to....
 - a. take the noodle
 - b. fill in
 - c. drain the noodles
 - d. pour the water

5) The word “enjoy” in the last sentence has the closest meaning to.....

- a. Feeling free to eat
- b. have something to eat
- c. want to cook something
- d. having delicious noodle

3. *Answer the questions.*

- 1) What does the text tell about?
- 2) What does the first step suggested by the writer?
- 3) What do you need to prepare to make an instant noodle?
- 4) How to make noodle soup?
- 5) How to make dry noodles?

Answer keys:

Assessment 1	Assessment 2
1. Cook	1. B
2. Make	2. B
3. Need	3. D
4. Add	4. C
5. Enjoy	5. A

Assessment 3

- 1. The text tells about how to make an instant noodle.
- 2. The first step suggested by the writer is; boil the noodles in a pan with water.
- 3. To prepare to make an instant noodle you need; noodle, spoon, fork, water, gas stove, plate, and spoon.
- 4. Steps to make noodle soup are; first, boil the noodles in a pan with water. Second, when the noodle is cooked, take out the noodles, and throw the water which contains wax. Third, boil another pan of water till boiling and put the noodles into the hot boiling water and then shut the fire. Finally put the seasoning into the water and put it in the bowl.
- 5. The steps to make dry noodle are; first, boil the noodles in a pan with water. Second, when the noodle is cooked, take out the noodles and put it in the plate. Then, add the seasoning and mix it.

Scoring guide:

1. For Part 1, score 1 for each correct answer
2. For Part 2, score 1 for each correct answer
3. For Part 3, score 2 for each correct answer

Maximum score

1. For Part 1: $5 \times 1 = 5$
2. For Part 2: $5 \times 1 = 5$
3. For part 3: $5 \times 2 = 10$
- Total $= 20$

4. Maximum score $= 20$

$$\text{Score} = \frac{\text{Correct answer}}{\text{Maximum score}} \times 100$$

Bantul, January 12 & 13 2011.

Acknowledge by:

Teacher

Researcher

Yuliatun

Paramita R Prihasiwi

NIP. 196407121987032009

NIM. 06202244072

LESSON PLAN II

Cycle II

(third and fourth meeting)

H. Identity

School : SMPN 2 PLERET BANTUL

Grade/semester : VII / 2

Subject : English

Standard of competence : 11. Understanding the meaning of simple short functional text in the form of descriptive and procedure related with close environment.

Basic competence : 11.2 To respond to the meaning and rhetoric steps accurately, fluently, and acceptably in the simple essay related with close environment in the form of descriptive/procedure.

Indicators :

- Identifying *verb*, *noun* and *adjective* in the procedure text.
- Identifying the meanings of the unfamiliar words in the text.
- Identifying sentence connectors of procedure text.
- Understanding sentence connectors of procedure text.
- Comprehending the text.
- Discussing techniques of deducing meaning from the context and vocabulary building.

Theme : *Personal Life*

Language skill : Reading

Time allocation : 2 x 40 minutes (two meetings)

I. Instructional Objectives

In the end of the lesson, students are to be able to accurately identifying and mentioning rhetoric steps of procedure text and identifying *verb* and *noun* in the procedure text.

J. Instructional Material

1. Read the conversation carefully.

HOW TO USE A DIGITAL CAMERA



- Emma : Mona, do you know how to use this camera?
- Mona : Yes, I do. Let me show you. First thing, always remember to take off the lens cap. Many people forget this simple thing and they end up missing the moment.
- 3 Emma : Okay. What should I do next?
- Mona : Then, since it is a digital camera, make sure you turn on the camera. This is an *on* and *off* button over here. Press it and the green light will turn on.
- 5 Emma : Could you please repeat that again? What button should I press?
- Mona : The *on* and *off* button. It is usually on the top right corner of the camera.
- Emma : Okay.
- Mona : After that, once the camera is ready, just point to whatever object you want to shoot. Make sure you have good focus.
- Emma : How do I do that?
- Mona : You have good focus when you look into your lens and the object is clear, not blurry. Don't shoot if the object is unclear.
- Emma : I get you.
- Mona : Just press the button and you are done taking pictures.
- Emma : Thank you so much. You've been very helpful
- Mona : You're welcome. I'm glad to help you.

2. *Vocabulary building. Fill in the chart using underlined word forms as in text above. Choose the correct answers. Do it in pairs.*

No	Verb	Noun	Adjective
1.	.....	Usefulness	Useless
2.	.....	Forgetfulness	Forgettable
3.	Simplify	Simplicity	.....
4.	.....	Turning	Upturned
5.	.....	Repetition	Repetitive
6.	.....	Pointer	Pointless
7.	Clear	Clarity	.....
8.	Help	Helpfulness	.....
9.	Gladded	Gladness	.....

3. *Choose the appropriate words to the following sentences.*

- 1) The teacher demonstrated how to (use/usefulness/useless) the equipment.
 - 2) Don't (forget/ forgetfulness/ forgettable) to plug the television into the mains socket.
 - 3) The scheme is (simplify/simplicity/simple) and cheap to operate.
 - 4) To (turn/turning/upturned) the television on, you just push this button.
 - 5) Do not mix up the bottle or you'll have to (repeat/ repetition/ repetitive) the experiment if you do.
 - 6) Once the camera is ready, just (point/pointer/pointless) to whatever object you want to shoot.
 - 7) Don't shoot if the object is (clear/ clearly/unclear).
 - 8) He made several (help/helpfulness/helpful) suggestions how to make better taste of fried rice.
 - 9) I'm (gladded/gladness/glad) to know the parcel arrived safely.
4. *Choose the correct answer, based on the text above.*
- 6) After working her way around the world, she *blablabla* teaching English as a foreign language.

The word *blablabla*, could be replaced with the word.....

- a. plug
- b. get up
- c. ended up
- d. turn on

7) Since it is a digital camera, first, make sure you *hushshush* the camera.

The word *hushshush*, could be replaced with the word.....

- a. turn on
- b. take off
- c. put on
- d. take

8) He stood near the front to get a better view.

The underlined word has the closest meaning to.....

- a. camera
- b. press
- c. button
- d. shoot

9) You have good focus when you look into your lens and the object is clear, not blurry.

The word “blurry”, has the closest meaning to.....

- a. clear to shoot
- b. repeat again
- c. confuse
- d. difficult to see

10) “I get you”.

The expression in line 18 has the same meaning as.....

- a. press
- b. ready
- c. shoot
- d. understand

5. *Read the recipe in task 1 then answers the following questions.*

- 6) What does the text tell about?
- 7) Why does Emma need to take off the lens cap?
- 8) What does Emma need to do with the lens cap?
- 9) Where is the *on* and *off* button located?
- 10) What does Emma need to do before shooting?

6. *Study the language features*

In the text of Task 1, you find the words: first, then, and finally. These words are called sentence connectors and they are used to show procedures.

Sentence connectors used in procedures text:

- First.....
- Then.....
- Next.....
- After that.....

K. Teaching Method / Technique: Three Phase Technique

L. Teaching Learning Process

4. Pre teaching (15 minutes)

- Greeting and praying
- Checking the students attendance
- Brainstorming
- Introducing instructional objective (basic competences) to learn.

5. Whilst teaching (50 minutes)

- Students pay attention the text the title is “**How to Use A Digital Camera**” in groups
- Students are introduced the text.
- Students are asking to build the vocabulary by identifying *verb*, *noun* and *adjective*.
- Students putting *verbs*, *noun* and *adjective* in chart.

- Students discuss the part of speech and the meaning of those words.
- Students choosing the correct answers by deducing meaning from the context.
- Students discuss content and form of the text e.g. generic structure and language feature.
- Students choosing the correct answers by deducing meaning from the context.
- Students answering the questions based on the given text.

6. Post teaching (15 minutes)

- Asking the student's problems.
- Summarizing what has been discussed.
- Giving motivation.
- Assigning the students to use the materials already learned (giving homework).

M. Learning Resources: (teaching-learning kits)

3. Textbooks:

- Priyana, Joko et. al. 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- Bates, Nina. 2002. *Real Time – An Interactive English Course for Junior High School Students Year IX*. Jakarta: Erlangga

4. Relevant Pictures

N. Assessments

Read the text carefully.

How to Insert SIM Card in Mobile Phone



1. Press the button to release the battery cover.
2. Slide off the battery cover.
3. If the battery is inserted, remove the battery.

4. Slide SIM card holder door toward its hinges to unlock it.
5. Open the SIM card holder door.
6. Place the SIM card into the holder so that the metal contact on the SIM card faces down and the cut off corner of the SIM card points toward the top of your device.
7. Close the SIM card holder door so that it holds the SIM card flat.
8. Slide the SIM card holder door away from its hinges to lock it.
9. Insert the battery so that the metal contacts on the battery align with the metal contacts on your device.
10. Slide the battery cover back onto the device so that it clicks into place.

4. Fill in the chart using underlined word forms as in text above. Choose the correct answers.

No	Verb	Noun	Adjective
1.	Uncover	.....	Undercover
2.	.....	Movement	Moving
3.	.....	Opener	Opening
4.		Pointer	Pointless
5.	.....	Closure	Closing

5. Choose the correct answer.

- 6) The word “to release” in line 1 has the closest meaning to.....
 - a. make free
 - b. direct
 - c. process
 - d. make simple
- 7) The underlined word in line 2 has the closest meaning to.....
 - a. put off
 - b. take off
 - c. insert
 - d. press
 - e.

- 8) The word “device” in line 6 has the closest meaning to.....
- a. cover
 - b. holder
 - c. corner
 - d. connector
- 9) In line 9 “insert” has the closest meaning to.....
- a. add
 - b. fill in
 - c. put (something) in
 - d. switch
- 10) The word “clicks” in the last sentence has the closest meaning to.....
- a. fix
 - b. battery
 - c. move
 - d. slide

6. *Answer the questions.*

- 1) What does the text tell about?
- 2) What is the first step suggested by the writer?
- 3) What should we do to unlock the SIM card holder door?
- 4) How do we place the SIM card into the holder?
- 5) What we need to do after lock the SIM card holder door?

Answer keys:

Assessment 1	Assessment 2
1. Cover	1. A
2. Remove	2. B
3. Open	3. D
4. Points	4. C
5. Close	5. A

Assessment 3

1. The text tells about *How to Insert SIM Card in Mobile Phone*.
2. The first step suggest by the writer is press the button to release the battery cover.
3. Slide SIM card holder door toward its hinges to unlock the SIM card holder door.
4. Place the SIM card into the holder by placing the metal contact on the SIM card faces down and the cut off corner of the SIM card points toward the top of your device.
5. Insert the battery so that the metal contacts on the battery align with the metal contacts on your device.

Scoring guide:

4. For Part 1, score 1 for each correct answer
5. For Part 2, score 1 for each correct answer
6. For Part 3, score 2 for each correct answer

Maximum score

5. For Part 1: $5 \times 1 = 5$
6. For Part 2: $5 \times 1 = 5$
7. For part 3: $5 \times 2 = 10$
- Total = 20

8. Maximum score = 20

$$\text{Score} = \frac{\text{Correct answer}}{\text{Maximum score}} \times 100$$

Bantul, January 19 & 20, 2011.

Acknowledge by:

Teacher

Researcher

Yuliatun

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**COURSE GRID OF READING TEACHING AND LEARNING PROCESS FOR THE FIRST GRADE STUDENTS
OF SMPN 2 PLERET, BANTUL, VIIG CLASS IN THE ACADEMIC YEAR OF 2010/2011**

Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Example of the Language	Key Vocabulary	Functional Text	INDICATORS	LEARNING ACTIVITY
I (1 st – 2 nd meetings)	Understanding the meaning of simple short functional text in the form of descriptive and procedure related with close environment.	To respond to the meaning and rhetoric steps accurately, fluently, and acceptably in the simple essay related with close environment in the form of descriptive/procedure.	Food and Drink	<ul style="list-style-type: none"> ➤ Simple present tense ➤ Action verb 	<ul style="list-style-type: none"> ➤ I want to talk about how to make a cup of tea. ➤ You need to prepare a cup, a tea and some water. ➤ Boil the water. ➤ Pour some water into the teapot. ➤ Then, put two or three teabags in the teapot. ➤ Wait five minutes. ➤ Add some sugar into the 	Make, prepare, add, stir, pour, blend, mix, boil, put, wait, need,	Procedure	<ul style="list-style-type: none"> ➤ Reading a procedure text aloud. ➤ Identifying verb, noun and adjective in the procedure text. ➤ Identifying the meanings of the unfamiliar words in the text. ➤ Identifying rhetoric steps of procedure text. ➤ Understanding rhetoric steps of procedure text. ➤ Comprehending the text. ➤ Discussing techniques of deducing meaning from the context and vocabulary building. 	<p>Pre teaching</p> <ul style="list-style-type: none"> ➤ Teacher greets and leads the students to pray. ➤ Teacher checks the students' attendance. ➤ Teacher brainstorms the students' background knowledge. ➤ Teacher Introduces instructional objective (basic competences) to the students. <p>Whilst teaching</p> <ul style="list-style-type: none"> ➤ Students pay attention the text the title is "How to Make a Cup of Tea" in groups. ➤ Students are introduced the text.

					teacups. ➤ Stir the tea in the cup.				➤ Students are asked to read aloud the reading text in front of the class ➤ Students are asked to build the vocabulary by identifying verb, noun and adjective. ➤ Students put verbs, noun and adjective in chart. ➤ Students discuss the part of speech and the meaning of those words. ➤ Students choose the correct answers by deducing meaning from the context. ➤ Students discuss content and form of the text e.g. generic structure and language feature. ➤ Students choose the correct answers by deducing meaning from the context. ➤ Students answering the questions based on the given text.
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									Post teaching <ul style="list-style-type: none"> ➤ Teacher asks the student about their problems. ➤ Teacher summaries what has been discussed. ➤ Teacher gives motivation. ➤ Teacher assigns the students to use the materials already learned (giving homework).
II (3 rd and 4 th meet ings)	Understand ing the meaning of simple short functional text in the form of descriptive and procedure related with close environment.	To respond to the meanin g and rhetoric steps accurate ly, fluently , and accepta bly in the simple essay related with close	Technolo gy	<ul style="list-style-type: none"> ➤ Simple present tense ➤ Action verb 	<ul style="list-style-type: none"> ➤ Mona, do you know how to use this camera? ➤ Take off the lens cap. ➤ Turn on the camera. ➤ Just point to whatever object you want to shoot. ➤ Don't shoot if 	use , take off, turn on, point, shoot, press, slide, remove, open, close, insert	Procedu re	<ul style="list-style-type: none"> ➤ Identifying verb, noun and adjective in the procedure text. ➤ Identifying the meanings of the unfamiliar words in the text. ➤ Identifying sentence connectors of procedure text. ➤ Understanding sentence connectors of procedure text. ➤ Comprehending the text. ➤ Discussing techniques of deducing meaning 	Pre teaching <ul style="list-style-type: none"> ➤ Teacher greets and leads the pray. ➤ Teacher checks the students' attendance. ➤ Teacher brainstorms the students' background knowledge. ➤ Teacher introduces instructional objective (basic competences) to learn. Whilst teaching <ul style="list-style-type: none"> ➤ Students pay

		environment in the form of descriptive/procedure.			<p>the object is unclear.</p> <ul style="list-style-type: none"> ➤ Press the button. ➤ Open the SIM card holder door. ➤ Close the SIM card holder door. ➤ Slide the SIM card holder door. ➤ Insert the battery. 			<p>from the context and vocabulary building.</p>	<p>attention the text the title is “How to Use A Digital Camera” in groups.</p> <ul style="list-style-type: none"> ➤ Students are introduced the text. ➤ Students build the vocabulary by identifying verb, noun and adjective. ➤ Students put verbs, noun and adjective in chart. ➤ Students discuss the part of speech and the meaning of those words. ➤ Students choose the correct answers by deducing meaning from the context. ➤ Students discuss content and form of the text e.g. generic structure and language feature. ➤ Students choose the correct answers by deducing meaning from the context. ➤ Students answer the questions based on the given text.
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									Post teaching <ul style="list-style-type: none">➤ Teacher asks the student's problems.➤ Teacher summarizes what has been discussed.➤ Teacher gives motivation.➤ Teacher assigns the students to use the materials already learned (giving homework).
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Name :

Class :

SCORE

PRE TEST&POST-TEST

A. Read the text carefully.

How to Make a Cup of Vanilla Cereal Milk



I have a recipe of how to make a cup of fresh vanilla cereal milk. What you need are:

1. Two spoons of milk
2. A spoon of cocoa powder
3. Two spoon of sugar
4. Two spoons of cereal

Then how to make it? First, put two spoons of milk into a cup and pour it with hot water. Second, add two spoons of sugar and stir it. Third, add a spoon of cocoa powder and two spoons of cereal. End up by stir well using a spoon. Finally, your cup of fresh vanilla cereal milk is ready to eat.

Do you get it? If yes, then, have a nice try at your home.

B. Fill in the chart using underlined word forms as in text above. Choose the correct answers.

No	Verb	Noun	Adjective
1.	Needs	Needless
2.	Maker	Unmade
3.	Addition	Additional
4.	User	Useful
5.	Refresh	Freshment	.....
6.	Try	Trying

C. Choose the correct answer, based on the text above.

1. The word “need” in line 2 has the closest meaning to....
 - a. prepare
 - b. cook
 - c. blend
 - d. make
2. “Second, *hush* two spoons of sugar and stir it.”
The word *hush* could be replaced with the word....
 - e. add
 - f. take
 - g. boil
 - h. pour
3. The underlined word, in line 10, has the closest meaning to....
 - a. plug
 - b. taking
 - c. finish
 - d. turn on
4. “Do you get it?”
The word “get” has the closest meaning to....
 - a. press
 - b. ready
 - c. shoot
 - d. understand

D. Answer the following questions.

1. What does the text tell about?
2. What is the first step suggested by the writer?
3. What do you need to make a cup of vanilla cereal milk?
4. Do we need hot water to make a cup of vanilla cereal milk?
5. What does “I” in the first line refers to?

Pretest – Posttest**Answer keys**

Answer keys:

Assessment 1

- | | |
|---------|----------|
| 1. Need | 4. Use |
| 2. Make | 5. Fresh |
| 3. Add | 6. Try |

Assessment 2

1. A
2. A
3. C
4. D

Assessment 3

- 1) The text tells about *How to Make a Cup of Vanilla Cereal Milk*.
- 2) The first step suggested by the writer is put two spoons of milk into a cup and pour it with hot water.
- 3) To make a cup of vanilla cereal milk I need; two spoons of milk, a spoon of cocoa powder, two spoon of sugar, and two spoons of cereal.
- 4) Yes, we do.
- 5) “I” refers to the writer.

Scoring guide:

7. For Part 1, score 1 for each correct answer
8. For Part 2, score 1 for each correct answer
9. For Part 3, score 2 for each correct answer

Maximum score

9. For Part 1: $6 \times 1 = 6$
10. For Part 2: $4 \times 1 = 4$
11. For part 3: $5 \times 2 = 10$
- Total = 20

12. Maximum score = 20

$$\text{Score} = \frac{\text{Correct answer}}{\text{Maximum score}} \times 100$$

STUDENTS' SCORE

No	Name	Students' score			
		Pre test	Task 1	Task 2	Post test
1.	Aisyah Inayatul Ma'rufah	6,5	7	9,5	7,6
2.	Aji Eko Prabowo	5	8,5	7	9
3.	Aji Setiawan	5	6	7	7,6
4.	Amika Khoirun Nikmah	8	8	9,5	8,6
5.	Anif Kurniawan	5,6	6	8	7,3
6.	Ari Nurviani	6	8	9,5	8,3
7.	Arum Nur Trisni Kurnia W.	6	8	10	9
8.	Astri Nindiyani	6	9	8,5	8,6
9.	Choirul Albab	6	6	7	7
10.	Edi Lestari	6	8	8,5	9,3
11.	Farra Andriani Putri	6	8	8,5	8,3
12.	Muhammad Ismail	6	6	8,5	7,6
13.	Muh Tegar Mustaqim	5,6	6,5	8	8,3
14.	Nadya Rifka Ayu M.	6	7	8	8
15.	Nifah Nurullisnaini	8,3	7,5	8,5	8,6
16.	Novita Dwi Haryani	7	8	10	9,6
17.	Nurul Hidayatun	8,3	8	8	9
18.	Rio Adi Saputra	7,3	7	9,5	9,3
19.	Risky Hidayat	6	9	7	9
20.	Surani Yawan	6	9	8	8,3
21.	Tyas Titi	8,3	8	10	9,6
22.	Wahyu Wibowo	4,3	6	8	8,3
23.	Wulan Rahmadani	8	6	8	9
24.	Zudi Cholet Amri	6,3	7	8,5	8
Mean		6,4	7,4	8,4	8,5
SD		1,11	1,04	0,97	0,72

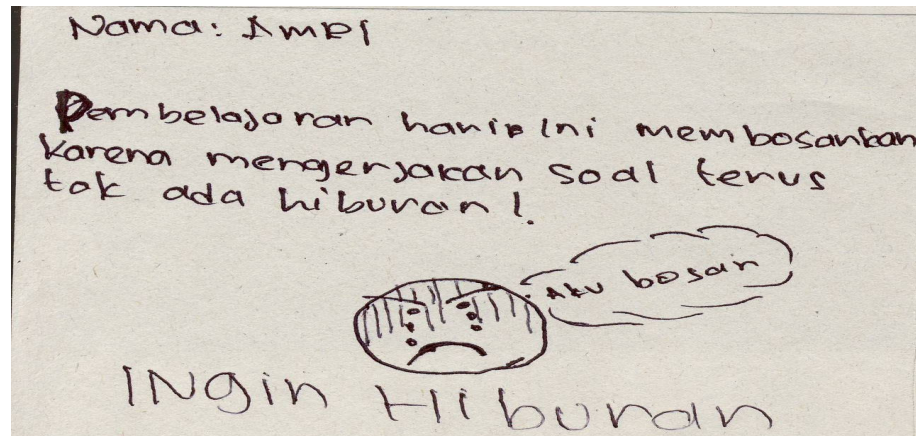
APPENDIX G

STUDENTS' DIARIES

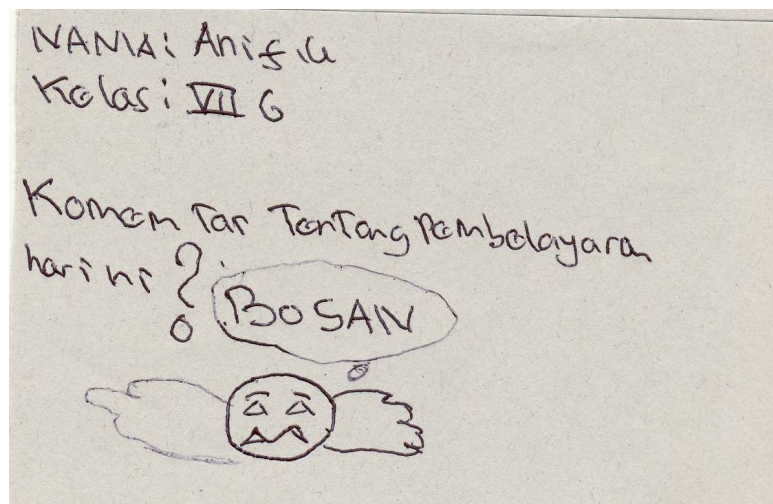
Student's Diary

Cycle I

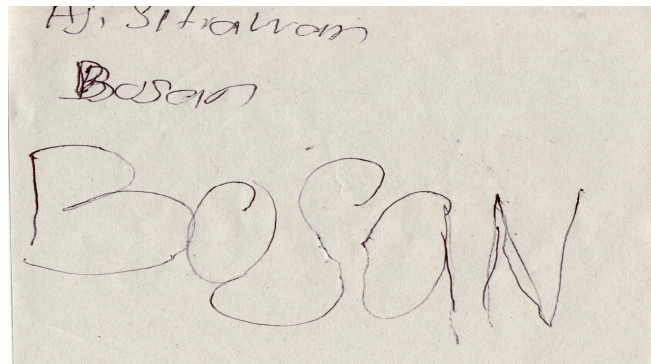
Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



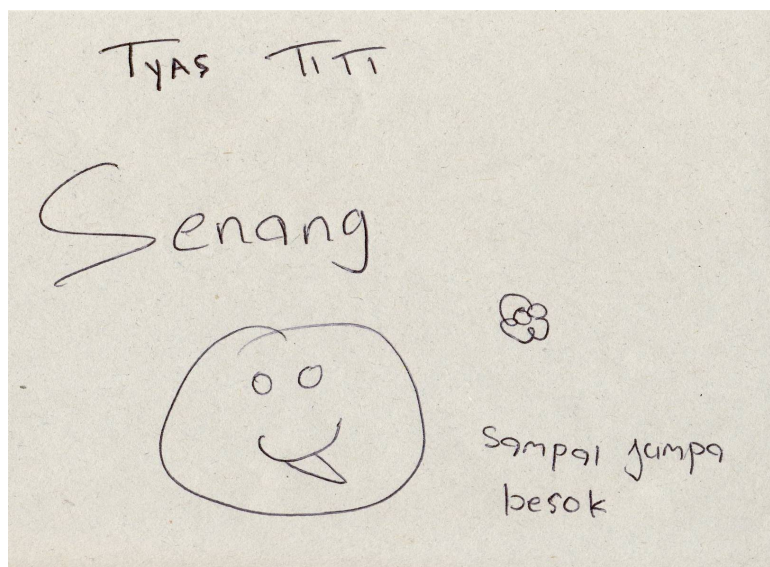
Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



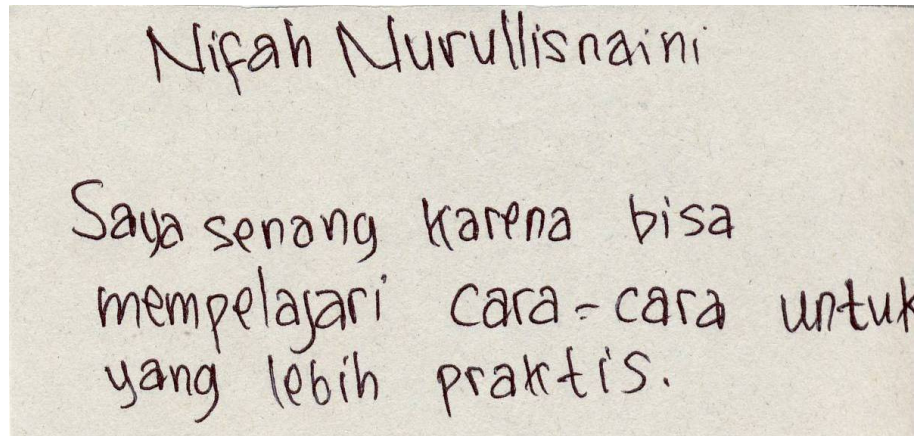
Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



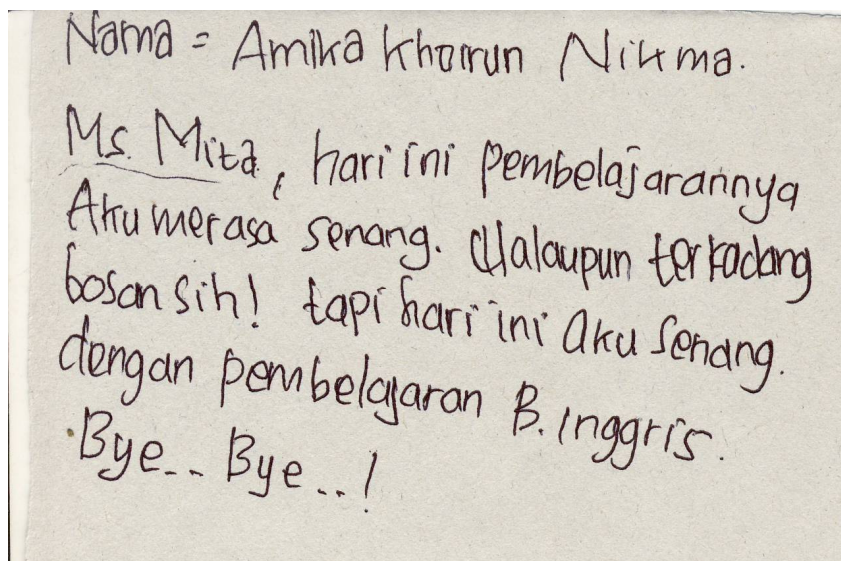
Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



Nifah Murullisnaini

Saya senang karena bisa mempelajari cara-cara untuk yang lebih praktis.

Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



Nama = Amika Khairun Nikma.

Ms. Mita, hari ini pembelajarannya
Aku merasa senang. Walaupun terkadang
bosan sih! tapi hari ini aku senang.
dengan pembelajaran B. Inggris.

Bye.. Bye..!

Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:

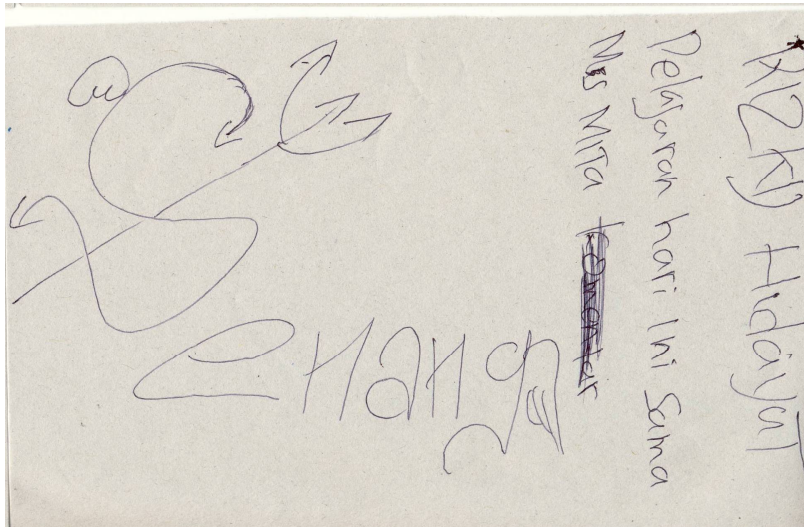
Nama = Wulan Rahmadhani
 Miss MITA : Senang karena bisa be-
 jar bareng !!!
 ASIK....

Cycle II

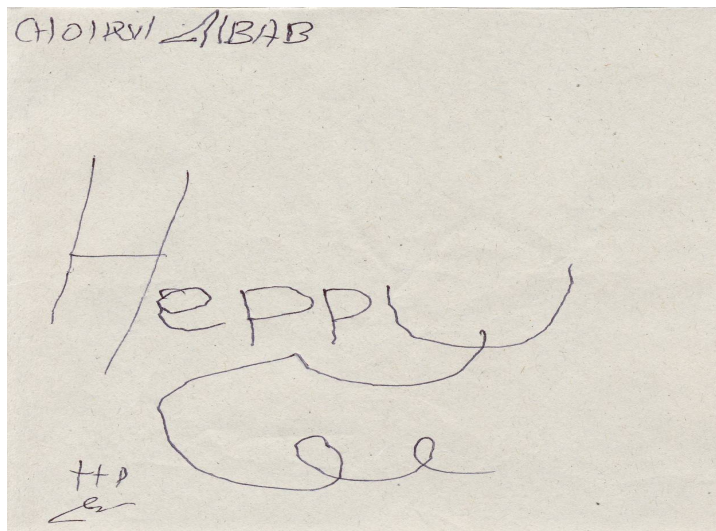
Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:

Nama : ARUM NUR TRISNI KW
 Kelas : VII G
 Komentar untuk : Miss Mitha
 SENANG
 DAN
 TTP
 SOLID

Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:



Kesan saya terhadap proses belajar mengajar bahasa inggris selama ini:

Nama: Rio Adi Saputra

Komentar:

Pem belajaran hari ini menurut saya senang,
karena Ms. Mita menyenangkan

Senang



APPENDIX H

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-00
 31 Juli 2008

Nomor : 1642/H.34.12/PP/X/2010
 Lampiran : --
 Hal : Permohonan Izin Observasi

25 Oktober 2010

Kepada Yth.

Kepala Sekolah
 SMP N 2 Pleret
 di Bantul

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan observasi untuk memperoleh data validitas instrumen dengan judul :

Improving Students' Reading Comprehension Through Deducing Meaning from The Context and Vocabulary Building at SMP N 2 Pleret

Mahasiswa dimaksud adalah :

Nama : PARAMITA RIZKIE P.
 NIM : 06202244072
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Lokasi Observasi : SMP N 2 Pleret, Bantul

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
 Pembantu Dekan I,



Lrs. Suhaini M. Saleh, M.A.
 NIP. 19540120 197903 1 002



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/35-00
 31 Juli 2008

6 Januari 2010

Nomor : 019/H.34.12/PP/II/2011
 Lampiran : --
 Hal : Permohonan Izin Penelitian

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Propinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Improving Students' Reading Comprehension Through Deducing Meaning Form The Context and Vocabulary Building in Class VII G of SMP N 2 Pleret in The Academic Year of 2010/2011

Mahasiswa dimaksud adalah :

Nama : PARAMITA RIZKIE PRIHASIWI
 NIM : 06202244072
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Lokasi Penelitian : SMP N 2 Pleret, Bantul
 Waktu Penelitian : Bulan Januari s.d. Februari 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
 Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
 NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/0148/V/2010.

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
 Tanggal Surat : 6 Januari 2011
 Nomor : 019/H.34.12/PP/2011
 Perihal : IJIN PENELITIAN.

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : PARAMITA RIZKIE PRIHASIWI
 Alamat : Karang malang Yogyakarta
 Judul : IMPROVING STUDENTS' READING COMPREHENSION THROUGH DEDUCING MEANING FROM THE CONTEXT AND VOCABULARY BUILDING II/CLASS VII G OF SMP N 2 PLERET IN THE ACADEMIC YEAR OF 2010/2011
 NIP/NIM : 06202244072

Lokasi : Kab. Bantul
 Waktu : 3 (Tiga) Bulan
 Mulai tanggal : 10 Januari s/d 10 April 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
 Pada tanggal : 10 Januari 2011

An. Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Ka Bappeda
3. Ka. Dinas Pendidikan Pemuda & Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang bersangkutan.





PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
 Website <http://www.bappeda.bantulkab.go.id>
 E-mail : bappeda@bantulkab.go.id

SURAT KETERANGAN / IZIN

Nomor : 070 / 46

Membaca Surat : Dari : Pemerintah Prop DIY Nomor : 070/0148/V/2010
 Tanggal : 10 Januari 2011 Perihal : **Ijin Penelitian**

Mengingat : 1 Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2 Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3 Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009, tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Diizinkan kepada

Nama : **PARAMITA RIZKIE PRIHASIWI**
 No.Nim : 06202244072 Mhs. UNY Yk
 Judul : IMPROVING STUDENTS' READING COMPREHENSION THROUGH DEDUCING MEANING FORM THE CONTEXT AND VOCABULARY BUILDING INCLASS VII G OF SMP N 2 PLERET IN THE ACADEMIC YEAR OF 2010/2011
 Lokasi : SMP Negeri 2 Pleret
 Waktu : Mulai Tanggal : **10 Januari 2011 s/d 10 April 2011**

Dengan ketentuan :

1. Terlebih dahulu menemui/melapor kepada pejabat Pemerintah setempat (Dinas/Instansi/Camat/Lurah setempat) untuk mendapat petunjuk seperlunya ;
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat;
3. Wajib memberikan laporan hasil penelitian kepada Gubernur Daerah Istimewa Yogyakarta (c/q Badan Perencanaan Pembangunan Daerah Istimewa Yogyakarta) dengan tembusan disampaikan kepada Bupati lewat Bappeda setempat;
4. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kesetabilan Pemerintah dan hanya diperlukan untuk keperluan kuliah
5. Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan ;
6. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah;
 Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan;

Kemudian diharap para pejabat Pemerintah setempat dapat memberikan bantuan seperlunya.

Dikeluarkan di : **B a n t u l**
 Pada Tanggal : **11 Januari 2011**

Tembusan dikirim kepada Yth.:

1. Bupati Bantul
2. Ka. Kantor Kesbangpollinmas Kab. Bantul
3. Ka. Dinas Dikdas Kab. Bantul
4. Ka. SMP Negeri 2 Pleret
5. Yang bersangkutan
6. Peringgal

A.n Bupati Bantul
 Kepala Bappeda Kabupaten Bantul
 Sekretaris

Ir. PULUNG HARYADI, MSc
NIP. 19640819.199003.1.010



**PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SMP 2 PLERET**

Kedaton, Pleret, Pos Pleret 55791 Bantul Telp. (0274) 7116917 Yogyakarta

SURAT KETERANGAN PENELITIAN

Nomor : 422 / 15

Yang bertanda tangan di bawah ini :

Nama : **Drs. ASNAWI**
N I P. : 19561029 197903 1 002
Pangkat/Gol. Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah
Satuan Organisasi : SMP 2 Pleret Bantul

dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : **PARAMITA RIZKIE PRIHASIWI**
N I M. : 06202244072
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Seni dan Bahasa UNY
Penanggung Jawab : Drs. SUHAINI M. SALEH, M.A.

Bahwa mahasiswa tersebut telah melaksanakan penelitian di SMP 2 Pleret, Bantul pada tanggal 6 s.d. 26 Januari 2011 dengan judul proposal :

**"Improving Students' Reading Comprehension Through Deducing Meaning from
The Context And Vocabulary Building in Class VIIG of SMPN 2 Pleret Bantul in
the Academic Year of 2010/2011"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Pleret, 27 Januari 2011
Kepala Sekolah

Drs. ASNAWI
NIP. 19561029 197903 1 002





**PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR**

SMP 2 PLERET

Kedaton, Pleret, Pos Pleret 55791 Bantul Telp. (0274) 7116917 Yogyakarta

SURAT KETERANGAN PENELITIAN

Nomor : 422 / 15

Yang bertanda tangan di bawah ini :

Nama : YULIATUN
N I P. : 19640712 198703 2 009
Pangkat/Gol. Ruang : Pembina, IV/a
Jabatan : Guru Pembina
Guru Mata Pelajaran : Bahasa Inggris
Satuan Organisasi : SMP 2 Pleret Bantul

dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : PARAMITA RIZKIE PRIHASIWI
N I M. : 06202244072
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Seni dan Bahasa UNY
Penanggung Jawab : Drs. SUHAINI M. SALEH, M.A.

Bahwa mahasiswa tersebut telah melaksanakan penelitian di SMP 2 Pleret, Bantul pada tanggal 6 s.d. 26 Januari 2011 dengan judul proposal :

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The Context And Vocabulary Building in Class VIIG of SMPN 2 Pleret Bantul in
the Academic Year of 2010/2011"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Pleret, 27 Januari 2011
Guru Mata Pelajaran

YULIATUN
NIP. 19640712 198703 2 009